DOCUMENT RESUME

ED 473 402 EC 309 648

AUTHOR	Trohanis, Pascal
TITLE	Compilation of Projects Addressing the Early Childhood Provisions of IDEA: Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2002.
INSTITUTION	National Early Childhood Technical Assistance Center, Chapel Hill, NC.; ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA. ERIC/OSEP Special Project.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
ISBN	ISBN-1-932227-01-6
PUB DATE	2003-00-00
NOTE	262p.; For the Fiscal Year 2001 version, see ED 471 878.
CONTRACT	ED-01-CO-0112
AVAILABLE FROM	National Early Childhood Technical Assistance Center, Campus Box 8040, University of North Carolina-Chapel Hill, Chapel Hill, NC 27599-8040 ($10). Tel: 919-962-2001; Fax: 919-966-7463; e-mail: nectac@unc.edu; Web site: http://www.nectac.org.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	EDRS Price MF01/PC11 Plus Postage.
DESCRIPTORS	*Disabilities; *Early Childhood Education; Early Intervention; Educational Innovation; Educational Legislation; Educational Technology; Evaluation Research; Federal Legislation; Federal Programs; Grants; Parent Education; Preschool Education; Professional Development; *Research and Development; *Special Education; State Programs; Teacher Education; Technical Assistance
IDENTIFIERS	*Individuals with Disabilities Educ Act Amend 1997

ABSTRACT

This directory describes approximately 300 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from four volumes separately published by the ERIC/OSEP Special Project. The discretionary grants and contracts authorized by the 1997 Amendments to the IDEA are administered by the Research to Practice and Monitoring and State Improvement Planning Divisions of the Office of Special Education Programs (OSEP). The directory divides the projects into the following seven categories: (1) Research and Innovation; (2) Studies and Evaluations; (3) Personnel Preparation; (4) Technical Assistance and Dissemination; (5) Parent Training and Information; (6) State Improvement Grants; and (7) Technology and Media Services. In each section, projects are grouped by the programs and competitions by which they were funded, and within each competition, they are arranged in order from earliest to most recent. For each project the following information is provided: grant number, title, project director, contact information, beginning and ending dates, and a description of the project's purposes, proposed methods, and proposed products. Access to project information is enhanced by the following four indexes: (1) Project Directory Index; (2) Organization Index; (3) State Index; and (4) Subject Index. (Author/SG)

Reproductions supplied by EDRS are the best that can be made
from the original document.

DISCRETIONARY PROJECTS SUPPORTED BY THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

ED 473 402

COMPILATION OF PROJECTS ADDRESSING THE EARLY CHILDHOOD PROVISIONS OF IDEA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 309648

IDEAs that Work
U.S. Office of Special Education Programs

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

BEST COPY AVAILABLE

EC309648

DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

Compilation of Projects Addressing the Early Childhood Provisions of IDEA

Prepared by

The National Early Childhood Technical Assistance Center
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

in collaboration with

The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

IDEAs that Work
Office of Special Education Programs

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

The National Early Childhood Technical Assistance Center (NECTAC)

is a program of the
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

with the
National Association of State Directors of Special Education (NASDSE)
and
Parent Advocacy Coalition for Educational Rights (PACER) Center

Additional copies of this document are available at cost from NECTAC.
A complete list of NECTAC resources is available at our Web site or upon request.

Campus Box 8040, UNC-CH
Chapel Hill, NC 27599-8040
919-962-2001 (voice)
919-843-3269 (TDD)
919-966-7463 (fax)
nectac@unc.edu
http://www.nectac.org/

Winter 2003
OSEP Discretionary Projects: Compilation of Projects Addressing the Early Childhood Provisions of IDEA
ISBN # 1-932227-01-6

This resource is produced and distributed by the National Early Childhood Technical Assistance Center (NECTAC), pursuant to contract ED-01-CO-0112 from the Office of Special Education Programs, U.S. Department of Education (U.S. ED). Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

We greatly appreciate the assistance of our colleagues at the ERIC/OSEP Special Project in the compilation and production of this document:

ERIC Educational Resources Information Center

ERIC/OSEP Special Project
The Council for Exceptional Children
1110 N. Glebe Road, Suite 300
Arlington, VA 22201-5704
http://ericec.org/osep-sp.html

Principal Investigator: *Pascal Trohanis*
Contracting Officer's Representative at OSEP: *Peggy Cvach*
Contract Specialist at U.S. ED: *Dorothy Hunter*
NECTAC Staff: *Joan Danaher, Caroline Armijo, Robert Kraus, and Cathy Festa*
ERIC/OSEP Special Project Staff: *Judi DeCarme, Jeanne Glover, Bernadette Knoblauch, and Ray Orkwis*

COMPILATION OF PROJECTS ADDRESSING THE EARLY CHILDHOOD PROVISIONS OF IDEA

TABLE OF CONTENTS

Introduction vii

Research and Innovation

84.324B
Student-Initiated Research Projects 3

84.324C
Field-Initiated Research Projects 6

84.324D
Directed Research Projects 19

84.324E
Congressionally Mandated Activities 34

84.324G
Center on Early Identification, Child Find, and Referral of Young Children with Disabilities 38

84.324H
National Center on Accessing the General Curriculum 39

84.324K
Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or At Risk of Disabilities 40

84.324L
Research and Training Center in Service Coordination for Part C of IDEA 41

84.324M
Model Demonstration Projects for Children with Disabilities 42

84.324N
Initial Career Awards 54

84.324R
Outreach Projects for Children with Disabilities 56

84.324T
Model Demonstration Projects for Children with Disabilities 78

84.324V
Research and Training Center on Scientifically Based Practices for Successful Early Childhood Transition 84

84.324Z
Center for Evidenced-Based Practice: Young Children with Challenging Behavior 85

Studies and Evaluations
84.329E
National Early Intervention Longitudinal Study 89

Contracts –
ED99CO0091
Special Education Expenditure Project/Center for Special Education Finance 90
ED00CO0026
The Study of State and Local Implementation and Impact of the
Individuals with Disabilities Education Act (SLIIDEA) 91

Personnel Preparation
84.325A
Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve
Infants, Toddlers, Children and Youth with Low-Incidence Disabilities 95

84.325B
Training Center in Early Intervention for Infants and
Toddlers Who Have Visual Impairments Including Blindness 125

84.325C
Training Center in Early Intervention for Infants and
Toddlers Who Have Hearing Impairments Including Deafness 126

84.325D
Preparation of Leadership Personnel 127

84.325E
Preparation of Personnel in Minority Institutions 136

84.325G
Center for Educating and Providing Early Intervention Services
to Children with Autism and Autism Spectrum Disorders 145

84.325H
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities 146

84.325J
Center to Guide Personnel Preparation Policy and Practice in Early
Intervention and Preschool Education (Birth to 5) 154

84.325L
Interdisciplinary Preservice Programs in Large-Scale Special Education Research 155

84.325N
Projects of National Significance—Nondirected 157

84.325Q
Center to Inform Personnel Preparation Policy and Practices in Special Education 164

Technical Assistance and Dissemination

84.326A
Linking Policy and Practice Audiences with the 1997 Amendments of IDEA 167

84.326B
Urban Inclusion Technical Assistance Center 172

84.326D
Center on Dispute Resolution 173

84.326E
Technical Assistance Center on Disproportionate Representation of
Culturally/Linguistically Diverse Students in Special Education 174

84.326F
State and Federal Policy Forum for Program Improvement 176

84.326G
Center on Achieving Results in Education for Students with Disabilities 177

84.326L
Center to Promote Involvement by Minority Institutions
in Discretionary Programs under IDEA 178

84.326N
National Information Center for Children and Youth with Disabilities 179

84.326P
National Clearinghouse on Careers and Professions Relating to Early
Intervention and Education for Children with Disabilities 180

84.326R
Regional Resource Centers 182

84.326S
Center for Positive Behavioral Interventions and Supports 187

84.326T
National Technical Assistance Project for Infants, Toddlers, and
Children Who Are Deaf-Blind 189

84.326U
Deaf Blind Clearinghouse 191

84.326X
IDEA General Supervision Enhancement Grants 192

84.326Y
National Center on Monitoring and Evidence-Based Decision-Making 200

Contracts-
ED98CO0072
Federal Resource Center for Special Education 201

ED99CO0026
OSEP-ERIC Special Project 202

ED01CO0082
Technical Assistance in Data Analysis, Evaluation, and Report Preparation 202

ED01CO0112
National Early Childhood Technical Assistance Center 203

Parent Training and Information
84.029R
Technical Assistance to Parent Projects 207

State Improvement Grants
84.323A
State Improvement Grants 211

Technology and Media Services
84.327A
Steppingstones of Technology Innovation for Students with Disabilities 239

84.327L
Television Access 242

84.327M
Technology Research to Practice 244

84.327Q
Congressionally Mandated Activity 246

84.327X
Research Institute on Technology for Early Intervention 247

Indexes
Project Director 251
Organization 255
State 258
Subject 260

This directory contains approximately 300 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from four volumes separately published by the ERIC/OSEP Special Project. The discretionary grants and contracts authorized by the 1997 Amendments to the IDEA are administered by the Research to Practice and Monitoring and State Improvement Planning Divisions of the Office of Special Education Programs (OSEP). The four volumes of discretionary projects from which this volume was compiled are:

1: **Research, Innovation, and Evaluation**
2: **Personnel Preparation**
3: **Technical Assistance, Dissemination, Parent Training and Information, and State Improvement**
4: **Technology and Media Services**

The "Research and Innovation" section of this compilation volume presents projects and contracts categorized in the following two discretionary programs: *Research and Innovation to Improve Services and Results for Children with Disabilities* and *Studies and Evaluations*. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to and to improve results for children with disabilities of all ages. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and early intervention services to infants and toddlers with disabilities, or those who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

The "Personnel Preparation" section of this compilation volume presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

The "Technical Assistance and Dissemination" section of this compilation volume presents projects and contracts providing technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention and special education and results for children with disabilities and their families, and programs that address systemic-change goals and priorities.

The "Parent Training and Information" projects are not included in this compilation volume, but the Technical Assistance Center for Parent Projects is included.

The "State Improvement Grants" section of this compilation volume includes projects awarded to state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

The "Technology and Media Services" section of this compilation volume presents projects and contracts that aim to: (1) promote the development, demonstration, and utilization of technology and (2) support education media activities designed to be of educational value to children with disabilities and other specified media-related activities.

Within the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

Research and Innovation

84.324B
Student-Initiated Research Projects

Grant Number: H324B020049

Using Group Friendship Activities to Promote Peer Interactions of Children with Developmental Delays from Culturally and Linguistically Diverse Families

Project Director: Ostrosky, Michaelene; Jung, Eun-Young (Student)
University of Illinois - Champaign
Dept. of Special Education
288 Education Bldg., 1310 S. Sixth Street
Champaign, IL 61820
Voice: 217-333-0260
E-mail: ostrosky@uiuc.edu

Beginning Date: 8/21/02
Ending Date: 8/20/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will investigate the effect of an empirically validated social-skills intervention — group friendship activities — on preschoolers with developmental delays from culturally and linguistically diverse families.

Method: In order to consider the unique cultural ecology of individual children with developmental delays from culturally and linguistically diverse families, the first phase will focus on understanding families' cultural beliefs about peer interactions and group friendship activities. The information will be gathered through interviews with target children's parents and teachers. Next, group friendship activities with teacher prompts and praise will be implemented to examine intervention effects on peer interactions of children with special needs from these families. Participants in the study will include four children with developmental delays from culturally and linguistically diverse families, their families, classroom peers, and teachers.

Products: The project will raise awareness about the application of social skills interventions to young children with special needs from culturally and linguistically diverse backgrounds. Findings will be disseminated through articles in professional journals and at conference presentations.

Grant Number: H324B020067

Promoting Social-Emotional Competence in Preschoolers with and without Disabilities: What is the Role of Teachers' Educational Beliefs and Practices?

Project Director: Buysse, Virginia; Sparkman, Karen (Student)
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Inst
Room 300, Bynum Hall, CB #4100
Chapel Hill, NC 27599-4100
Voice: 919-966-7171; *Fax:* 919-966-7532
E-mail: virginia_buysse@unc.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project is a mixed-methods design to examine teachers' educational beliefs about social-emotional competence within the context of their teaching practices in inclusive early care and education settings. Teachers' beliefs about the importance of social-emotional competence and dealing with challenging behaviors in young children with and without disabilities will be identified through semi-structured interviews.

Method: The project will observe and examine specific practices such as teacher-child interactions and self-ratings of classroom environment elements (e.g., indoor/outdoor, daily schedule, daily activities/experiences, supportive interactions, and family participation). Fifty-two participants will be recruited from inclusive public preschool special education and community-based child care programs. Systematic content analysis will be used to develop a categorical scheme of predominant beliefs, and multivariate general linear modeling will be used to examine the relationships between teachers' educational beliefs and their teaching practices.

Products: Findings will inform professional development and intervention practices that will assist practitioners in more effectively promoting social competence in young children with and without disabilities. Families of children with and without disabilities will benefit from increased awareness about the importance of identifying social competence as a program goal in programs for their children. The findings of the project will also provide a structure for designing a rating scale that will measure teacher responses to challenging behaviors. Findings will be disseminated to practitioners, researchers, and family members through a conference presentation, an article in a peer-reviewed journal, and articles in consumer-friendly periodicals.

Grant Number: H324B020091

Effects of High-Probability Requests on Increasing Social Interactions in Young Children with Autism across Multiple Play Settings

Project Director: Sainato, Diane M.; Jung, Sunhwa (Student)
Ohio State University
356 Arps Hall, 1945 N. High St.
Columbus, OH 43214-1063
Voice: 614-292-8709; *Fax:* 614-292-4255
E-mail: sainato.1@osu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will extend the use of high-probability requests to develop spontaneous reciprocal social interactions within a play context for young children with autism.

Method: The intervention will be introduced to the children based on each child's preferred play activities during free play in an inclusive preschool. Frequency of social interactions and the percentages of responses to high-probability request sequence, the target child will be introduced to low-probability requests only and prompts will be removed to observe if the social interactions are maintained without high-probability requests and spontaneously occur without teacher prompts. In addition, the generality of children's target skills will be probed on the playground. A single-subject experimental design employing a multiple baseline across three settings with three children with autism and their typically developing peers will be conducted under vigorous program evaluation objectives to ensure the efficiency, effectiveness, and timeliness of the project.

Products: A number of activities are planned to disseminate the results of this study to a variety of teachers, parents, and other relevant professionals. A report of the research findings will be prepared for publication in professional journals. In addition, a number of presentations will be offered and evaluated by early childhood educators, applied behavior analysts, and professionals working with children with autism. A special education workshop will be designed for parents of children with autism presenting the findings of this study. Dissemination of findings will occur at state and international conferences. A World Wide website detailing project findings and resources will be developed.

Grant Number: H324B020092

The Effects of Embedded Instruction within the Context of a Small Group on the Acquisition of Imitation Skills of Young Children with Disabilities

Project Director: Sainato, Diane M.; Valk, Jennie E. (Student)
Ohio State University
356 Arps Hall, 1945 N. High St.
Columbus, OH 43210-1172
Voice: 614-292-8709; *Fax:* 614-292-4255
E-mail: sainato.1@osu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This study will teach young children with severe disabilities to imitate motor behaviors using embedded instruction and constant time delay during a small group activity.

Method: Imitation is a strategy used by typically developing children and adults to learn a variety of new skills. Young children with severe developmental delays often lack the ability to imitate the actions of others. As greater numbers of children with special needs are being placed in inclusive classrooms, they are surrounded by teachers, therapists, and peers modeling a myriad of appropriate behaviors, including the use of play materials, language, academic skills, adaptive skills, and social skills. If the children with disabilities do not have imitation skills they will not be able to take full advantage of the positive models provided by their peers and classroom staff. Other methods, such as didactic approaches including discrete trial training, have been used previously to teach imitation skills. However, while these procedures may enable children to imitate in the instructional setting, they are less likely to transfer the use of that skill to situations in the natural environment. A single subject experimental design employing a multiple baseline design across three behaviors with three children with severe disabilities will be conducted under vigorous program evaluation objectives to ensure the efficiency, effectiveness, and timeliness of the project. During intervention, the target child and a peer will engage in an activity with an adult, in which a constant time delay procedure will be used to teach the child with disabilities to imitate. The teacher will provide a verbal cue to gain the children's attention, and will then perform the target behavior. Both children will be cued to perform the target behavior. If after five seconds the target child does not imitate the model, the teacher will prompt the child to engage in the behavior. Both children will be praised for imitating the model of the adult. Generalization sessions will be conducted throughout the study in which the target child and his/her peer will participate in a larger group of up to six children and the classroom teacher, to assess whether the newly acquired imitation skill will be maintained. In this situation, the teacher will deliver a verbal cue to gain the children's attention and will then model several of the target behaviors. Performance of the target children and their peers in the large group will be directly observed and recorded.

Products: Several activities are planned to disseminate the results of this study to teachers, parents, and professionals in related fields. A written report of the research findings will be submitted for publication in professional journals. Presentations will be delivered to early childhood educators, special education teachers, applied behavior analysts, and other professionals such as speech and language pathologists and physical therapists. In addition, a special education workshop for parents and children will be developed in local school districts. Research findings will be disseminated at state and international conferences. Finally, a website will be developed to disseminate project findings and information.

84.324C
Field-Initiated Research Projects

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

Project Director: Simmons, Deborah C.; Kame'enui, Edward J.
University of Oregon
IDEA, College of Education
1211 University of Oregon
Eugene, OR 97403-1211
Voice: 541-346-3486; *Fax:* 541-346-3581
E-mail: dsimmons@oregon.uoregon.edu; ekamee@oregon.uoregon.edu

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3) the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: H324C990012

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

Project Director: Jenkins, Joseph
University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-543-8480
E-mail: jjenkins@u.washington.edu

Beginning Date: 4/01/99
Ending Date: 3/31/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

Method: The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement measures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

Products: The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

Grant Number: H324C990039

Early Identification of Children with Autism Spectrum Disorders

Project Director: Stone, Wendy; Ruble, Lisa
Vanderbilt University
426 Medical Center South
2100 Pierce Ave.
Nashville, TN 37232-3573
Voice: 615-936-0267; *Fax:* 615-936-2763
E-mail: wendy.stone@vanderbilt.edu; lisa.ruble@mcmail.vanderbilt.edu

Beginning Date: 6/01/99
Ending Date: 5/31/03

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: The primary aim of this project is to assess the validity of a new screening instrument for autism, the Screening Tool for Autism in Two-Year-Olds (STAT), an empirically based measure developed for use by community professionals working in early identification and intervention settings. The secondary aim is to examine the relative contribution of child and environmental factors to diagnostic improvement in children with autism spectrum disorders.

Method: A sample of 240 children will be screened with the STAT at age two, and will receive independent diagnostic, cognitive, and language evaluations. Children who receive a clinical diagnosis of autism or who fail

the STAT will receive follow-up diagnostic, cognitive, and language evaluations for two consecutive years. This design will allow for analysis of concurrent and predictive validity of the STAT as well as evaluation of factors related to diagnostic stability.

Products: The project will contribute to the issue of under-identification in autism by: 1) facilitating early identification of young children with autism, which will allow them to participate in learning environments that have been shown to be successful; 2) determining the efficacy of the STAT; 3) developing a hands-on instrument for use in community settings by early childhood and child-find personnel; 4) disseminating information that will encourage early childhood teacher training programs to include autism; and 5) disseminating information that can be used to encourage states to expand opportunities for children under three years. The results of the project will serve to further knowledge about autism and improve best practices.

Grant Number: H324C990091

Is Prelinguistic Communication Intervention Necessary?

Project Director: Warren, Steven; Fey, Marc
University of Kansas Medical Center
Smith Mental Retardation Research Center
3901 Rainbow Blvd.
Kansas City, KS 66160-7336
Voice: 785-864-4295; *Fax:* 785-864-5323
E-mail: SFWarren@KU.Edu; mfey@kumc.edu

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will address a question of fundamental importance to early intervention practice and policy: Does a comprehensive prelinguistic communication intervention, implemented one year prior to a comprehensive language intervention, result in young children with disabilities achieving significantly more advanced communication and language development than children who receive only the later-administered language intervention?

Method: A longitudinal, experimental design study will be developed to answer this question. Sixty (N=60) young children with initial evidence of mild to moderate mental retardation and prelinguistic communication skills similar to those of nine to 15 month old typically developing children and their primary caretaker will be recruited through local early intervention programs. They will be randomly assigned to one of two groups. Children assigned to Group A will immediately receive a comprehensive six-month prelinguistic communication intervention. The intervention will consist of staff-implemented prelinguistic milieu teaching and responsive interaction training for parents. At the end of a subsequent six-month maintenance period, they will receive six months of comprehensive early language intervention. Children assigned to Group B will receive no project-implemented intervention for 12 months, then they will receive the same early intervention language intervention for six months as children in Group A. The communication and language development of all children in both groups will be assessed at four points: at pretreatment and then at 6, 12, and 18 months. These assessments will include key measures of receptive and productive language development and use. The longitudinal, experimental design will allow several critical comparisons to be made including the effects of prelinguistic communication vs. no intervention and the effects of prelinguistic communication intervention plus later comprehensive language intervention vs. later comprehensive language intervention.

Products: The outcome of this project will have direct implications for the emphasis and focus of intervention efforts with children between the ages of two and four years. The results of this study will be submitted for publication. Presentations at conferences will take place and manuscripts will be written.

Grant Number: H324C000004

Improving Receptive and Expressive Outcomes in Young Children with Developmental Delay: A Comparison of Three Intervention Protocols

Project Director: Wilcox, M. Jeanne; Reiser, Mark
Arizona State University
Dept of Speech and Hearing Sciences
P.O. Box 871908
Tempe, AZ 85287-1908
Voice: 480-965-9397; *Fax:* 480-965-0965
E-mail: mjwilcox@asu.edu

Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: In this investigation, the relative efficacy of three different early-language treatment approaches will be examined, in terms of immediate and longer-term effects for young, prelinguistic children with developmental delay. The treatment procedures are differentiated by provision of training to 1) primary caregivers; 2) directly to the children; or 3) a combination of the two. Each of the treatments is designed to promote children's receptive language development and facilitate transition to expressive language use.

Method: The sample (prelinguistic children with developmental delay) represents a group for whom little is known in terms of comparative efficacy. As a result, minimal information is available to guide the selection of one intervention approach versus another intervention approach, or the conditions under which a combination of approaches may be most effective. The rationale and design for this investigation derives from two areas of inquiry. The project will evaluate the extent to which direct lexical training, caregiver verbal responsivity training, or a combination of the two are effective, not only in comparison to each other, but also in terms of varying characteristics of participants in the research. The relative effects of the treatment conditions will be examined in the short and longer term (i.e., pre-, mid-, & post-intervention, and through five observations spread over the 18 months following intervention) for a total of eight observation points over a two-year period. Global efficacy will be addressed by comparing outcomes of each treatment condition to the other. More individualized efficacy data (i.e., individual characteristics x treatment condition) will derive from examining: 1) child and caregiver growth patterns and their interrelationships within and between the treatment conditions; and 2) variations in growth attributable to specific child, caregiver, and family characteristics.

Products: This research will generate information regarding mechanisms and individual characteristics contributing to children's successful transition to linguistic communication. Through planned dissemination and impact activities, the project will make a substantial contribution to intervention practices.

Grant Number: H324C000024

Early Years: Optimizing Outcomes for Infants and Toddlers Living in Poverty

Project Director: Campbell, Philippa H.
Thomas Jefferson University
130 S. 9 St., 5th Floor
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This research project will improve early intervention (EI) for infants and toddlers from high-poverty backgrounds with multiple risks for developmental delays and disabilities. The aims of the project are to: 1)

examine an integrated, activity-based early intervention approach; 2) measure effects on children and families; 3) assess the impact on service providers and systems; and 4) disseminate project results.

Method: The project will examine Integrated Activity-Based Intervention conducted in natural community environments (other than homes or childcare settings) as contexts for learning and development. The principle features of Integrated Intervention include: 1) use of community settings and the activities that make up these settings, as a context for learning and development; 2) provision of EI where services enhance children's participation and learning within the context of community activities; 3) use of an Integrated Intervention as the curricular approach for providing interventions; and 4) coordinated transition from infant-toddler programming to preschool options. The research study will use a multidimensional design that includes both quantitative and qualitative measures to investigate the effects of the intervention on children, families, providers, and the system. The study will enroll 80 children and their families (50 subjects; 30 comparison), follow them until each child's third birthday, and end with transition to preschool options. The intervention will be tested with: 1) families who reside in urban settings, are members of racial or ethnic minority groups, and are living in high-poverty areas; and 2) children, aged birth through two years of age, who demonstrate multiple risks for developmental disabilities because of a combination of environmental, biological, or established risk factors.

Products: Data will be analyzed in order to understand and improve impact and outcomes and to refine training and intervention procedures. The project will result in a research-based Integrated Activity-Based Intervention approach with curriculum, training, data-based tracking, and research procedures that will be replicable by EI programs.

Grant Number: H324C000049

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance: A Study of Regional Intervention Program (RIP) Replication Site Efficacy

Project Director: Timm, Matthew A.; Strain, Phillip S.
Tennessee Voices for Children
1315 8th Ave., South
Nashville, TN 37203-5005
Voice: 615-269-7751; *Fax:* 619-269-8914
E-mail: mtimm@tnvoices.org; phil_strain@ceo.cudenver.edu
Website: http://www.tnvoices.org

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: Follow-up studies have indicated that young children with severe aggressive behaviors who participated in the Regional Intervention Program (RIP) are now indistinguishable from typical peers in home and school settings. Moreover, these individuals' adult status is characterized by gainful employment, high educational achievement, and minimal criminality or antisocial behavior. This two-phase study sequence will provide a multigenerational analysis of 60 former RIP clients (now adults) and their offspring, along with an examination of 60 former clients from replication sites who are three to nine years away from active intervention.

Method: Specifically, the adult follow-up and replication phases of this project will generate "first-time information" from RIP replication sites to address such vital knowledge and application issues as: 1) What is the adult-life status of children who received quality early intervention for severe aggressive behavior?; 2) How do the offspring of these individuals function in school and home?; 3) What early-appearing behavioral patterns or family variables are associated with who has responded best to intervention over the 20-year plus period?; 4) What are the estimated cost savings to society from participation in RIP?; 5) What are the contemporary community,

family, and school variables that are associated with the best adult and offspring outcomes?; 6) Considering all the data, how can educators build the most efficacious, long-lasting models of intervention to reduce the staggering societal and personal "costs" of aggressive behavior?; 7) Can the initial results of the RIP Nashville model be replicated across program replication sites with a highly diverse population, thus leading to clear policy and practice recommendations?

Products: This sequence of studies has been designed to develop and validate the following products: 1) a validated observational procedure for assessing children's social interactions, deportment, and engagement behaviors in school and home contexts; 2) an ecobehavioral strategy for identifying variables associated with children's follow-up status following early intervention; 3) new research insights into the individual and collective contributions of school and home variables on children's long-term status; 4) a set of potential strategies for improving children's follow-up status by manipulating ecobehavioral contexts; 5) a manual for direct care staff that covers the essential contexts, scope, and instructional parameters for instituting effective follow-up environments; and 6) a model that other researchers may employ to examine follow-up status.

Grant Number: H324C000116

The Sustainability of Family-Centered Practices Project

Project Director: Trivette, Carol M.; Dunst, Carl J.
Orelena Hawks Puckett Institute
128 S. Sterling St.
Morganton, NC 28655-2277
Voice: 828-432-0065; *Fax:* 828-432-0068
E-mail: trivette@puckett.org; dunst@puckett.org

Beginning Date: 10/02/00
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The Sustainability of Family-Centered Practices Project will examine: 1) the extent to which family-centered practices have been sustained in early intervention programs across the country that received training, and 2) the factors that have influenced and supported the sustainability of these practices where they occur.

Method: This research project will include two separate studies, and the findings from the first study will guide the work of the second study. A modified case study methodology will be used in both studies with individual early intervention programs as the unit of analysis. Study 1 and Study 2 will each contain 12 cases (early intervention programs). In Study 1, three constructs (state-level policies and practices, program-level policies and practices, and practitioner factors) will be investigated to determine how they have influenced the sustainability of family-centered practices. The factors to be investigated in Study 2 will be determined from the results of Study 1. The program participants will be selected from early intervention programs that participated in an intensive on-site family-centered training project, the Family Enablement Outreach Training Project, which provided training to over 50 Part C (then called Part H) programs in over 25 states. The programs to participate in the Sustainability Project will be chosen based on evaluation data from the Family Enablement Project, which includes the level of responsiveness to the training and the level of change or adoption that was made in family-centered practices at the end of training.

Products: The project will ensure that the results are widely disseminated to direct service staff, administrative personnel, and decision makers whose efforts and decisions impact upon preschool children who are developmentally disabled and their families. The results will provide better understanding of: 1) the extent to which family-centered practices have been achieved and undergone adaptation and change over time; 2) the type and extent of support needed during implementation to support change; and 3) the degree to which consistency of the lead agency, site leadership, and staff and policy requirements influence the sustainability of practices.

Grant Number: H324C010037

Costs, Quality, and Outcomes of Preschool Inclusion

Project Director: Odom, Samuel L.
Indiana University
School of Education
Wright Education Bldg., Room 3234, 201 N. Rose Ave.
Bloomington, IN 47405-1006
Voice: 812-856-8174; *Fax:* 812-856-8116
E-mail: slodom@indiana.edu
Website: http://php.indiana.edu/~ajflynn/cqohome.html

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This research project will examine the relationships between program costs, program quality, and outcomes for preschool-age children with disabilities and their families enrolled in inclusive programs. Three organizational models for preschool inclusion will be examined: community-based itinerant, Head Start, and public school.

Method: Extensive information will be collected in 18 programs (with three to ten classrooms per program, depending on the model) and will involve 180 children and families. Developmental measures, goal attainment scaling, assessment of friendships and peer social acceptance, and family assessments will document the outcomes of inclusive programs. An environmental rating scale, an ecobehavioral observational measure, and an assessment of the quality of inclusion will be used to measure quality of the programs. Cost measures will document dollar costs per child. Hierarchical linear modeling will be used to examine the relationship between quality of programs and outcomes for children and families, as well as the differential costs for higher and lower quality programs.

Products: The project will examine the individual contributions that quality of the early childhood setting and quality of inclusive practices make to outcomes for children with disabilities and their families. It will provide a statistical and conceptual model for understanding the relationship between cost and quality and how they are associated with outcomes for children and families. Project information can be used to guide families, teachers, and local program administrators in selecting placements and designing quality improvements of inclusive preschool programs for young children with disabilities. Project results will be disseminated via journal articles, a project website, a policy alert with recommendations regarding cost-effective strategies, and conference presentations.

Grant Number: H324C010067

Longitudinal Study of Early Locomotive Training in Infants with Down Syndrome and Infants At Risk for Cerebral Palsy

Project Director: Ulrich, Dale A.
University of Michigan
Down Syndrome Center
401 Washtenaw Ave.
Ann Arbor, MI 48109-2214
Voice: 734-936-2607; *Fax:* 734-936-1925
E-mail: ulrichd@umich.edu

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will evaluate the effects of increasing the intensity of the treadmill procedures on the onset of independent walking of infants with Down syndrome (DS). The project also will initiate the science needed to study the ontogeny of treadmill stepping in infants at risk for cerebral palsy (CP).

Method: The project will evaluate the effects of treadmill training on physical stamina of infants with DS as measured by level of physical activity, body composition, gross motor skill development, dynamic balance, speed of walking, walking quality, and the ability to adapt to small objects in the environment while walking. Given the consistent results in the literature suggesting the benefits of locomotion in further cognitive and social development, the project will examine the relationship between locomotive, cognitive, and social skills. These measures will be evaluated at onset of walking and after the child with DS has acquired one year of walking experience. This project also will follow a group of 19 infants at risk for cerebral palsy (CP) beginning at eight months of age until they are 24 months of age. The project will record a series of measurements bimonthly, including: response on the treadmill; level of physical activity for a period of 24 hours; level of motor skill development; level of spasticity; hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. These longitudinal measurements will allow project staff to determine: if and when infants at risk for CP respond to the treadmill; the developmental trajectory of their response; what developmental factors, including physical and cognitive, are related to their response patterns; and whether their pattern of response provides information useful for predicting a diagnosis of CP and the onset of walking.

Products: The results will provide information needed to determine if and when the treadmill intervention program could be utilized with infants at risk for CP.

Grant Number: H324C010125

Parent Involvement in Public School Programs for Young Children with Autism

Project Director: Benson, Paul R.; Siperstein, Gary N.
University of Massachusetts - Boston
Center for Social Dev. and Education
100 Morrissey Blvd.
Boston, MA 021253393
Voice: 617-287-7255; *Fax:* 617-287-7249
E-mail: paul.benson@umb.edu; gary.siperstein@umb.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: Educators have increasingly come to view parent involvement as an essential component of public school programs for children with autism. Despite its importance, parent involvement may be difficult to achieve given autism's severity and the challenges associated with parenting such a child. Thus, educators are faced with a dilemma—how can schools actively engage parents in the education of their autistic child so that child benefits are maximized, while negative effects on the family are avoided or minimized? This research project will address this question through a conceptual model that views parent involvement as a process involving both the parents' decision to participate in their child's education and their ability to sustain involvement over time. Drawing from ecocultural studies of family adaptation to childhood disability, the model places special emphasis on the ability of parents to carry out involvement activities within the context of the daily family routine.

Method: A three-year prospective longitudinal study is proposed involving the families of 120 children with autism or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), ages three to six, entering public school programs. Data will be collected from parents (using questionnaires and interviews), school staff (using questionnaires), and the child's school records. In addition, data on a number of outcomes relating to both the child with autism and the family will be gathered at the end of each school year.

Products: The results of the study will provide educators with information that will enable them to more fully appreciate the variety of supportive roles parents can play in the education of their children with autism. In addition, study findings will serve to sensitize educators to potential obstacles standing in the way of parents becoming involved and staying involved in their child's educational program.

Grant Number: H324C010147

An Outcomes-Based Approach to Evaluating Service Coordination Models

Project Director: Roberts, Richard N.
Utah State University
Center for Persons with Disabilities
6580 Old Main Hill
Logan, UT 84322-6580
Voice: 435-797-3346; *Fax:* 435-797-2019
E-mail: richr@cpd2.usu.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This study will identify those service coordination strategies that best support service system efficiency and child and family quality of life. It will investigate current Part C coordination models, particularly in terms of child and family outcomes as well as costs associated with different models.

Method: Three service coordination models will be evaluated. The models include: 1) an "independent" model, located in Maine and Arizona; 2) a "combined-roles" model in Utah and New Mexico; and 3) a "one-stop shopping" model located in Washington state and Ohio. A total of 210 children (birth to 3 years) with disabilities and their families will be recruited from the six communities. A variety of qualitative and quantitative methodologies will be used: 1) collection of cost data and rating scales associated with the services provided within the three models; 2) community- and state-level interviews and document reviews; 3) ecocultural interviews focusing on child and family adaptations to family functioning and inclusion in the community; 4) family self-report surveys concerning well-being, quality of life, empowerment, access to services, and satisfaction with services; 5) child function; and 6) descriptive information of the coordination strategies in place.

Products: Products from the study will include: 1) an analysis and critique of each model in relation to child and family outcomes; 2) data to inform the government on achievement related to performance review outcomes for Part C; 3) a determination of costs in service coordination and direct service outcomes; and 4) a framework to guide future outcomes-based evaluations of service coordination.

Grant Number: H324C020043

Promoting Adoption of Best Practices by Early Intervention Teams

Project Director: Campbell, Philippa H.
Thomas Jefferson University
Dept of Occupational Therapy
130 S. 9th St., 5th Floor
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This study will test and identify ways of promoting the adoption of best practices by multidisciplinary teams working in Early Intervention (EI) with families and their infants and toddlers who have delayed development or disabilities. The project will identify, study, and test the supports and strategies necessary for professionals and family members to adopt and use EI best practices in their day-to-day interactions with infants and toddlers.

Method: Central to this purpose are collaborative research-practice partnerships involving multidisciplinary EI professionals, parents of infants and toddlers who are participants in early intervention programs, and expert

mentors. Activities of this project will include: 1) testing the extent to which a strategy of collaborative research teams using participation action research (PAR) methodology results in adoption and use of best practices of EI professionals and families; and 2) maximizing children's learning and development through implementation of these practices. Practices will be categorized into three major groups: 1) interactions with families; 2) interactions with children; and 3) maximizing learning opportunities for children within the context of activities and routines that occur in their natural environments. The study will be implemented in four phases: 1) identification of key issues and desired outcomes; 2) adoption action plans; 3) analysis and review of results; and 4) experimental replication. Phases II (adoption action plans) and III (analysis and review of results) will be conducted with 15 PAR teams. Both quantitative and qualitative data about adoption/utilization of best practices and effects of use of best practices on children's outcomes will be gathered during this phase and used as the basis for Phase IV replication activities. Phase IV (experimental replication) will be based on a mixed-model design. Fifty teams (25 experimental and 25 contrast), each of whom is working with an infant/toddler who is receiving multidisciplinary EI services, will be recruited and selected for participation. Because the ease of adoption/utilization of best practices and the type of best practice may differ as a function of a child's degree of disability, both the experimental and control group will include infants with Down syndrome, cerebral palsy, multiple disabilities (including multi-sensory impaired), and developmental delay (without specific etiology).

Products: This project uses an action research framework to guide dissemination. Action research links researchers to experts (developers) together with practitioners and with families (implementers) to jointly apply new knowledge in practice situations and design dissemination strategies and products that are meaningful and useful to the consumer. By working together with parents and multiple-discipline professionals, the project will create print, audiovisual, and technological dissemination products that will be useful for a wide variety of audiences.

Grant Number: H324C020078

Promotion of Communication and Language Development with Infants and Young Children in Inclusive Community-Based Child Care

Project Director: Walker, Dale
University of Kansas - Lawrence
Youngberg Hall
2385 Irving Hill Rd.
Lawrence, KS 66045-7563
Voice: 913-321-3143; *Fax:* 913-371-8522
E-mail: walkerd@ku.edu

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will improve the care and early intervention services provided to infants and young children who are at risk for or who have disabilities, in order to promote their communication and language development.

Method: The project will: 1) develop and test effective professional development strategies that result in successful collaboration with early childhood care providers to ensure that quality care and effective interventions are implemented in inclusive community child care programs; and 2) collaborate with early childhood caregivers in inclusive community child care settings to translate effective evidence-based communication and language-promoting strategies into practice to promote communication and language outcomes of infants and toddlers at risk for, and with disabilities.

Products: The project will broadly disseminate findings to early childhood care providers, administrators and researchers to promote practices resulting in the exemplary communication and language outcomes of infants and toddlers served in inclusive child care. The benefits of this project will include the advancement of the

knowledge base regarding caregiving practices and interventions that can be effectively implemented by caregivers in community-based child care programs that contribute to exemplary communication and language gains of young children. Results from this project will be disseminated through journal articles for practitioners and researchers and through a website. This information will be relevant to child care practitioners, researchers, higher education personnel, teachers, parents, and policy makers.

Grant Number: H324C020091

Generalized Effects of Family Guided Early Intervention Routines

Project Director: Woods, Juliann
Florida State University
Dept. of Communication Disorders
Tallahassee, FL 32306-1200
Voice: 850-645-4972; *Fax:* 850-644-8994
E-mail: jwoods@garnet.acns.fsu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will develop and validate a family-guided routines-based intervention model that meets the legislative mandates and the recommended practices of the field with empirical data to support the model components. The project will conduct single subject studies of family-guided routines-based intervention (FG-RBI) within a local community program to assure "real world" results and applications, in order to develop a better understanding of the factors that contribute to natural environments intervention and how to translate the information into procedures that will be effective, efficient, and nonintrusive for families.

Method: The philosophy of natural environments intervention maximizes the time available for teaching and learning by dispersing the intervention throughout the day within frequently occurring activities and routines, using familiar materials and caregivers. Intervention becomes portable with the child practicing functional skills whenever and wherever they are useful and meaningful. This project will examine the efficacy of the natural environments intervention approach by answering these questions: 1) how should routines be identified for intervention?; 2) how many routines should be used to promote generalization?; 3) what methods of data collection are effective?; and 4) what adaptations are needed to overcome barriers that exist to implementation with families who have other children, have hectic schedules, live in poverty, or have special educational or health needs of their own?. A multiple baseline design with systematic replication is planned to increase the specificity of the results and ultimately the impact of the findings.

Products: Data gathered over the three years of the project will have a national impact with the following benefits: 1) contribute new knowledge and research reports on the types of routines families identify as most consistent and comfortable for intervention; 2) contribute new procedures for service providers about methods for assessment and intervention within daily routines; 3) describe effects of intervention within routines on the family's ability to generalize use of strategies to other daily activities and events; and 4) describe effects of the FG-RBI on the children's development as measured by their progress on Individualized Family Service Plan outcomes as well as standardized measures of development. Results will reach practitioners at local, state, and national levels through inservice workshops, conference presentations, short courses, and training manuals. Research results will be presented to policy makers and researchers at conferences of professional organizations and via journal articles.

Grant Number: H324C020095

Improving Engagement in Young Children with Disabilities: A Series of Single-Case Experiments to Increase the Amount and Quality of Young Children's Interactions with Their Environment

Project Director: McWilliam, Robin A.
Vanderbilt University Medical Center
Division of Child Development
2100 Pierce Ave., Suite 406
Nashville, TN 37232-3573
Voice: 615-936-2985
E-mail: Robin.McWilliam@vanderbilt.edu

Beginning Date: 10/01/02
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will study whether teachers can be trained to implement a simple package of interventions (an "engagement package") consisting of incidental teaching, zone scheduling, and collecting data on children's engagement; whether implementation of this package will result in improved engagement in children; and whether improved engagement will result in the attainment of goals established for the children.

Method: The project design consists of six studies, divided into three content areas: social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Each of the six studies will be completed with the same protocol; only the measurement of child IEP goals will differ. Each year, 12 preschoolers with disabilities, regardless of type and severity, and their six teachers will be recruited from centers where children with disabilities are enrolled. Teachers, parents, and researchers will decide on the distal outcomes of intervention on engagement. Teachers will be trained to improve engagement, implement the intervention with one child, establish a data trend, and then implement the intervention with the other child.

Products: The project will increase knowledge about how an intervention package presented to a teacher can result in increased engagement in children, and how engagement improvement is functionally related to concomitant improvement in social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Project findings will be disseminated via an article for parents, an article for teachers, four articles for researchers, workshops, conference presentations, and development of a website.

Grant Number: H324C020098

Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity

Project Director: Halle, James W.
University of Illinois - Champaign
284F Education Bldg.
1310 S. 6th St.
Champaign, IL 61820
Voice: 217-333-0260; *Fax:* 217-333-6555
E-mail: halle@uiuc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project targets early communicative exchanges between young children with substantial language delays and their social partners—primarily their families and their teachers. One of the greatest challenges confronting young children with severe mental retardation or autism is learning to communicate in unambiguous and socially acceptable ways. Early intervention is the key to meeting this challenge. Children who have not acquired a system of language by the age of 30 months are at risk for developing either problem behavior or

learned helplessness because they cannot communicate effectively with speech, and thus they use informal gestures, facial expressions, body movements, and vocalizations. These nonverbal communicative behaviors may not be readily understood by social partners in various situations. Furthermore, when these efforts to communicate are unsuccessful, children may try either more coercive means (problem behavior) of accessing desired outcomes or they may stop trying entirely (learned helplessness). The project intends to address these situations in the following ways: 1) by developing "responsive" environments, and 2) by teaching children multiple communicative alternatives that are understood by and socially acceptable to a wide range of listeners (i.e., "resilience"). The project believes that this "reciprocal" approach to language intervention will foster both communicative resilience and reduce or prevent the occurrence of problem behavior and learned helplessness.

Method: The project will conduct a logical sequence of studies that will involve about 30 children and their many social partners. In Year 1, an intensive descriptive study will be conducted by gathering data on eight children and their partners in two different contexts: 1) the natural environment, and 2) structured and scripted protocols. In Year 2, intervention work will begin by developing a multicomponent intervention to enhance social partner responsiveness. The project will intervene with nine focal children by teaching multiple functionally equivalent and socially acceptable alternatives for requesting and protesting. Finally, in Year 3, the project will assess systematically the maintenance and generalization of newly acquired responding by social partners (responsiveness) and by nine new focal children (multiple socially acceptable, functionally equivalent alternative forms). The project staff will probe these responses by observing in naturally occurring situations within everyday routines.

Products: This project will influence the field of early language intervention for children with severe disabilities by generating comprehensive assessments and effective interventions that target children with, or at risk for, problem behavior, learned helplessness, or both. The project will disseminate information; present at local, state, and national conferences; distribute an assessment manual; and publish in both scholarly journals and practitioner journals.

84.324D
Directed Research Projects

Grant Number: H324D990600

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

Project Director: Campbell, Philippa H.
Thomas Jefferson University
College of Allied Health Sciences
130 South 9th St., 5th Floor
Philadelphia, PA 19107-5233
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 6/01/99
Ending Date: 5/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in

training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

Grant Number: H324D000007

The Spiral of Inclusion: A Study of Contextual Variables That Impact Access to the General Curriculum for Preschool Students with Disabilities and Their Transition to Primary Grades

Project Director: Thompson, Barbara; Palmer, Susan; Horn, Eva
University of Kansas - Lawrence
Center for Research, Inc.
Dept of Special Education, 3001 Robert Dole Bldg
Lawrence, KS 66045
Voice: 785-864-4954; *Fax:* 785-864-4149
E-mail: bthomps@ukans.edu; spalmer@ku.edu; evahorn@ku.edu
Website: http://www.circleofinclusion.org

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will investigate existing videotaped sequences and prior records of children who participated in preschool education in the last decade to document contextual variables that impact access to the general curriculum for children in preschool programs. These children and their families will be contacted to discover their current placement, level of functioning, and parent perception of inclusive practices over time. This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities.

Method: After an ACCESS inventory has been developed, students with and without disabilities in current preschool settings will be compared and contrasted with regard to mediating variables for classroom participation and success. A cohort of students will be in transition to kindergarten during the three years of this project and issues related to implementation of a successful transition, both for staff and parents, will be delineated.

Products: This investigation of past and present resources will contribute to an integrated, collaborative model for guiding effective practice. A model that is driven by effective practices and sound theory gains power through family-centered collaboration and developmental principles of self determination. Procedural information about the model will be available via a website, the Beach Center at the University of Kansas, and family advocacy organizations.

Grant Number: H324D000015

Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

Project Director: Kratochwill, Thomas; Braden, Jeffrey
University of Wisconsin - Madison
1025 West Johnson St.
Madison, WI 53706
Voice: 608-262-5912; *Fax:* 608-263-6448
E-mail: tomkat@education.wisc.edu; jbraden@education.wisc.edu
Website: http://www.wcer.wisc.edu/projects/group.asp?catID=13

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This investigation will compare three prescriptive assessment approaches (the traditional psychometric approach, a functional assessment approach, and an empiric approach) to consultation with teachers. In all three approaches, standard consultation procedures will be followed; however, the approaches differ in the kind of information consultants will provide teachers and parents during the Problem Analysis Interview (PAI). This project deals with Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: Sixty teachers and their students who have academic or behavioral problems will be randomly assigned to one of three conditions. In the "traditional psychometric condition," a consultant will use the Woodcock-Johnson Psycho-Educational Battery-Revised to assess student characteristics and generate intervention plans. In the "functional assessment condition," a consultant will use an environmental assessment protocol to develop an intervention plan. In the "empirical condition," a consultant will select an intervention plan based on empirically demonstrated treatments matched to various treatment targets. Consultants will facilitate interventions through a problem-solving instructional consultation model consisting of problem identification, problem analysis, treatment implementation, and treatment evaluation. Consultants will provide consultees with a written report and help teachers implement intervention programs. The four trained consultants will be counter-balanced across conditions. Multiple outcome measures will be used: direct observational assessment, curriculum-based measurement, goal attainment scaling, treatment integrity measures, treatment acceptability procedures, and parent and teacher ratings of child behavior. The research addresses five questions about different assessment approaches: 1) Do different assessment approaches lead to different treatments?; 2) Do they yield different levels of treatment integrity?; 3) Do they produce different child treatment outcomes?; 4) Do they elicit different levels of consumer satisfaction with treatment plans?; and 5) Do different assessment approaches have different monetary and social costs?.

Products: The outcomes of this study will help inform individuals with respect to which assessment approaches might be most effective for enhancing outcomes of functional assessment and consultation. The project will develop treatment manuals for each condition that can be used by practitioners in special education and school psychology.

Grant Number: H324D000016

Evaluating the Outcomes of Developmentally Appropriate Practice with Preschoolers: Effects on Developmental and Academic Skills

Project Director: Hanline, Mary Frances
Florida State University
Special Education
118 N. Woodward Ave.
Tallahassee, FL 32306-4166
Voice: 850-644-4880; *Fax:* 850-644-8715
E-mail: mhanline@garnet.acns.fsu.edu

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, includes four research studies, all focusing on evaluating outcomes of developmentally appropriate practice (DAP) with 3- to 5-year-old children with and without disabilities. The outcomes of this project are expected to provide evidence of the effectiveness of DAP, including subsequent positive effects on literacy and other academic skills.

Method: The research studies will 1) conduct a follow-up study of children with and without disabilities relating a variety of play behaviors to later academic functioning; 2) use a variety of measures to assess whether preschoolers with and without disabilities achieve the state-mandated Pre-K milestones when participating in an inclusive early education program using DAP as a curriculum framework; 3) determine the relationships among a variety of play skills, developmental areas, and emergent literacy skills of preschoolers with and without disabilities; and 4) determine individual and group growth trajectories over time of emergent literacy skills and analyze the effects of various variables on the children's growth.

Products: The project has the potential to increase understanding of the effects of DAP on the early development of young children with and without disabilities, and to expand the understanding of the course of children's development over time. Because the longitudinal approach will relate early play behaviors to later academic skills in the primary grades, knowledge of the long-term impact of early experiences will be expanded. Findings will be disseminated through professional journals, conference presentations, participation in professional meetings, preservice and inservice personnel preparation activities, and a website.

Grant Number: H324D000018

Improving Preschoolers' Reading Outcomes through Measurement and Intervention in Classroom Environments

Project Director: McConnell, Scott
University of Minnesota
Early Education/Development Center
Ed Psych Dept, 215 Pattee Hall
Minneapolis, MN 55455-2070
Voice: 612-624-6365; *Fax:* 612-625-2093
E-mail: smcconne@umn.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop and test an intervention program for preschool children with disabilities and children at risk for developing difficulties learning to read in elementary school, including children who are

English-language learners and children living in poverty. It will also investigate predictive relationships between preschool progress-monitoring measure used within a formative evaluation framework and reading outcomes in elementary school.

Method: The project will follow a three-stage model: program exploration, development, and validation. A decision-making intervention will be developed for young children with disabilities or at risk in terms of expressive language and early literacy development, based on reviews of language and literacy-related intervention programs and collaboration with professionals in early childhood special education, English as a Second Language, and Head Start programs. The project will evaluate the effectiveness of the intervention program based on actual differences between the developmental trajectories of two cohorts of preschoolers. Predictive relationships between preschool progress-monitoring measures will be examined, as well as different measures used with kindergartners and first-graders, and children's reading outcomes in elementary school.

Products: Results of the intervention will indicate whether or not specific progress-monitoring measures of preschoolers' expressive language and early literacy development can be employed within a formative evaluation framework as early indicators of future reading development in elementary school. This will help preschool teachers replicate and expand the use of assessment tools to monitor child progress and evaluate current instructional and ecological practices. The project will develop an intervention manual and supporting materials for arranging instructional practices and environmental arrangements to promote preschoolers' language and early literacy skills. Dissemination will be done through publication in professional journals, presentations at conferences, and a website.

Grant Number: H324D000030

Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read

Project Director: Fuchs, Doug; Fuchs, Lynn
Vanderbilt University
Peabody College, Box 328
Nashville, TN 37203
Voice: 615-322-8150; *Fax:* 615-343-1570
E-mail: doug.fuchs@vanderbilt.edu; lynn.fuchs@vanderbilt.edu

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop an effective, feasible program for providing preschoolers with disabilities intensive phonological awareness and other early literacy instruction within normal preschool settings to create an intensive and broadly effective program to promote inclusion in normalized preschool settings. The program will encourage meaningful family participation and will be feasible for teachers to use.

Method: The project will develop and examine the effectiveness of teacher-led activities, peer-mediated activities, and parent-delivered activities. In the first year, a large experimental study will assess the added value of a highly structured, classwide peer-tutoring program, over and beyond teacher-led instruction. The effects of these methods on the development of phonological awareness and emergent literacy skills of preschoolers will be examined, and the children will be studied through first grade. A related, highly structured, intensive parent program will be started as well. In the second year, a second large experimental study will investigate the added value of that parent program on phonological awareness and emergent literacy skills of preschoolers with disabilities. These children will be followed through kindergarten. In the last year of the project, a third large experimental study will investigate how the classwide peer-tutoring and parent programs operate separately and in combination to enhance learning for preschoolers with disabilities.

Products: The project will produce validated classwide peer-tutoring procedures for delivering intensive phonological awareness and emergent literacy skills instruction within the context of preschool settings, and it will develop validated parent programs to deliver intensive phonological awareness and emergent literacy skills instruction. Research reports on the effects of these programs will be produced and training manuals and videos will be made to help teacher trainers and practitioners establish these programs.

Grant Number: H324D000041

Inclusion of Preschool Children with and without Disabilities in State Standards Based Accountability Systems

Project Director: Rous, Beth
University of Kentucky
126 Mineral Industries
Lexington, KY 40506-0051
Voice: 859-257-9115; *Fax:* 859-257-2769
E-mail: brous@uky.edu
Website: http://www.ihdi.uky.edu/sparc

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project addresses Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs. The University of Kentucky Interdisciplinary Human Development Institute's University Affiliated Program (UAP), in collaboration with the Council for Exceptional Children's Division for Early Childhood (DEC), will conduct a three-year, multi-state investigation to develop a set of recommended practices for Standards Based Accountability Systems at the preschool level. The primary research objective is to investigate appropriate practices for the inclusion of preschool children with and without disabilities in Standards Based Accountability Systems. Practices will be identified from current research, perceptions from the early childhood community, and current practice in states.

Method: The project will address the issue of inclusion of preschool children with and without disabilities in accountability systems through four interrelated activities: Activity 1: Synthesize the current knowledge base as it relates to critical components and practices when implementing Standards Based Accountability Systems for the preschool population; Activity 2: Identify perceptions of the early childhood field about: 1) appropriate practices for Preschool Standards Based Accountability Systems at the preschool level; 2) the value of a Preschool Standards Based Accountability System; 3) how young children should be assessed for accountability purposes; and 4) the relationship between Recommended Practices (DEC), Developmentally Appropriate Practices (National Association for the Education of Young Children), and Standards Based Accountability Systems at the preschool level; Activity 3: Identify how states currently include pre-kindergarten programs in their Standards Based Accountability System; and Activity 4: Validate a set of recommended practices for inclusion of preschool children with and without disabilities in state and local Standards Based Accountability Systems. The study will utilize a mixed methods approach that will include interviews, focus groups, document review, and surveys. Five states will be selected for a more in-depth case study of the current use of Standards Based Accountability Systems with preschool populations.

Products: At the end of the project, a set of recommended practices related to preschool inclusion in Standards Based Accountability Systems, which has been validated by the field, will be available to state and local programs across the country.

Grant Number: H324D000057

Assessment Protocols for Latino Children with Learning or Emotional Disabilities

Project Director: Linares-Orama, Nicolas; Marti-Calzamilia, Luis
University of Puerto Rico
The Filius Institute
GPO Box 365067
San Juan, PR 00936-5067
Voice: 787-766-2156; *Fax:* 787-759-5095
E-mail: nlin@tld.net

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will address the lack of culturally sensitive learning and emotional assessments for Latino children three to nine years of age. The late identification of Latino children requiring special education causes behavior deterioration and school attrition. The project will improve the quality of assessments for this group through qualitative and quantitative research initiatives and related dissemination activities. The project's objectives include describing the currently used assessment methods and opportunities and obstacles for the identification of these Latinos; determining the elements of alternate new assessment protocols for these children; developing time-efficient new assessment protocols; and examining their usefulness when used by school personnel. This project addresses Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: The investigation will use both focus group-expert panel (qualitative) and subject examination (quantitative) methods to obtain the data. In year 1, the project will identify highly discriminating traits between separate samples of Spanish-speaking Latino children three to nine years old with and without learning disabilities and with and without emotional disabilities, in order to determine how to recognize these disabilities in a 90- to 120-minute period. In year 2, the project will conduct focus group and expert panel discussions to recommend time-efficient protocols for the assessment of learning and emotional characteristics in these children and will construct new assessment protocols. At the end of year 2 and year 3, the project will examine the usefulness of these new assessment protocols when used to identify Latino children with learning or emotional disabilities by school personnel. In this investigation, the project will search for early signs of trouble, consider the child within a physical and human context, approach the methods and analyses from a multi-influence standpoint, inquire about specific typical and atypical behavior and skills, use focus group and expert panel qualitative research, use adapted published scales and tests, and conduct quantitative collection and analyses of data. The project's approach will be multi-disciplinary, seeking parental and consumer involvement.

Products: The project will produce valid learning and emotional assessment protocols and elucidate on the particular dimensions of Latino preschool and school-age children. Ongoing and final data and products will be disseminated through the World Wide Web, newsletters, conference presentations, and journal publications.

Grant Number: H324D010019

Functional Assessment, Collaboration, and Evidence-Based Treatment (FACET)

Project Director: Gettinger, Maribeth
University of Wisconsin - Madison
Waisman Ctr on MR & Human Development
750 University Ave.
Madison, WI 53706-1490
Voice: 608-262-0445; *Fax:* 608-265-2409
E-mail: mgetting@facstaff.wisc.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. This project is designed to assess the effectiveness of a collaborative approach for addressing challenging behaviors among young children. The goal of FACET (Functional Assessment, Collaboration, and Evidence-Based Treatment) is to disseminate an evidence-based approach designed to support the social-emotional development of young children with disabilities with the aim of minimizing the need for more intense services in elementary school, and to prevent the need for special education for children without disabilities who are at risk of developing serious behavior problems.

Method: The experimental method involved in this project involves two components: FACET intervention procedures and action research processes. Both components will be taught to experimental teams and monitored through collaborative sessions between teams and FACET research staff. Two elements of the FACET intervention (functional assessment and positive behavior support) are designed to enable professionals and parents to develop effective interventions to accommodate challenging behaviors. The FACET intervention protocol is carried out in the context of team-based, collaborative problem-solving.

Products: This project intends to contribute to the knowledge of evidence-based interventions that accommodate and prevent challenging behaviors among children. The approach taken is comprehensive, incorporating multiple strategies which include restructuring the environment, minimizing the occurrence of problem behaviors, and teaching functionally equivalent, socially competent behaviors. The collaborative, team-based orientation of the FACET model is intended to contribute to the strategies' long-term maintenance and system-level change.

Grant Number: H324D010027

Collaborative Teaming to Support Preschool Students with Severe Disabilities Who Are Placed in General Education Early Childhood Programs

Project Director: Hunt, Pamela; Soto, Gloria
San Francisco State University
Dept. of Special Education
1600 Holloway Ave.
San Francisco, CA 94132-1722
Voice: 415-338-7848; *Fax:* 415-338-2845
E-mail: hunt@sfsu.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This three-year research effort will investigate the effectiveness of a collaborative teaming model to support preschoolers with severe disabilities who are placed in general education early childhood programs.

Method: The general education/special education collaborative teaming model will include monthly team meetings to develop "Unified Plans of Support" for targeted preschoolers with disabilities. Core team members (including the child's parent) will design and collaboratively implement the plans that include academic adaptations and social and communication supports designed to promote the acquisition of developmentally appropriate skills and full social participation. An in-depth investigation will focus on three educational teams across three preschool programs. Impact on preschooler performance will be evaluated through multiple data sources including behavioral observations within the context of a multiple baseline design and multiple team interviews. The practicality and usefulness of full implementation of the collaborative teaming model will be evaluated through a series of focus group interviews with the participating special and general education teachers, the parents of the focus students, and the administrators of the preschool programs. The impact of learner performance will be evaluated through behavioral observations within an AB, multiple-probe design.

Products: Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination to associated early childhood research institutes and technical assistance providers, posting on early childhood websites, and presentations at special and general education national and state conferences.

Grant Number: H324D010031

Young Children's Citizenship in the Literate Community: Research into Low Incidence Disability, Development, and Inclusive Early Childhood Programs

Project Director: Kliewer, Christopher; Fitzgerald, Linda May
University of Northern Iowa
Dept. of Special Education
150 A SEC
Cedar Falls, IA 50614-0601
Voice: 319-273-7185; *Fax:* 319-273-7852
E-mail: christopher.kliewer@uni.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project is a three-year ethnographic/qualitative and action study of inclusive early childhood special education, focusing on access to high quality literacy curricula for all children, including students with low incidence disabilities aged (approximately) 36 months to 6 years.

Method: The project will respond to the following four questions: 1) what is the socially constructed meaning of "access to the literacy curriculum" on the part of young children with low-incidence disabilities in inclusive early childhood programs?; 2) how are services and supports currently designed in relation to question #1?; 3) how might the project more effectively design services and supports to promote future access and participation?; and 4) how will accomplishing responses to question #3 alter responses to question #1?. The project will respond to each of these broad-based questions in the context of: 1) development of effective individualized family service plans (IFSPs) and individualized education programs (IEPs); and 2) curricular and home opportunities promoting the extremely important development of emergent literacy skills in all children. Included in this study will be two age-cohorts of children along with their families, teachers, peers, school and agency administrations, etc. One cohort will be a group of (approximately) 36-month-old children receiving special education services in a variety of natural environments. The project will follow this diverse cohort for 36 months, studying, among other issues, transitions into preschool and IEPs (from IFSPs). The second cohort will be a group of (approximately) 4-year-old students receiving special education services in a variety of situations that allow for consistent, extended, and thoughtfully supported academic interactions with nondisabled children.

This cohort will be followed for 36 months, studying, among other issues, transitions from preschool to elementary school.

Products: The findings from this project will be disseminated nationally and internationally through: 1) research presentations given at three or more international conferences annually; 2) publication in peer-reviewed research journals; and 3) possible manuscript for publication with an education press. The findings will be disseminated through: 1) ongoing consultations in school districts across Iowa; 2) graduate coursework and research; and 3) undergraduate coursework and experiential learning opportunities.

Grant Number: H324D010048

Long-Term Outcomes of Children Receiving Preschool Intervention for Behavioral or Developmental Concerns

Project Director: Kendziora, Kimberly; Osher, David
American Institutes for Research
1000 Thomas Jefferson St., NW
Washington, DC 20007-3835
Voice: 202-944-5300
E-mail: kkendziora@air.org; dosher@air-dc.org

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. The project will examine the long-term effects on school outcomes associated with participating in an intensive preschool intervention for children with behavioral and developmental concerns. The project will also address the mechanisms of determining impact and cost-effectiveness of the early intervention program.

Method: The study site selected for this project is the Positive Education Program's Early Intervention Center (EIC) in the Cleveland, Ohio area. Twenty-two annual cohorts of EIC children have gone as far as the third grade in school, and will be included in the study (resulting in a total sample size between 3,216 and 4,560). School record data will be collected from local school districts to see how these children have progressed over time. The research questions addressed in this study will determine which school outcomes (such as grades, achievement test scores, attendance, grade retention, disciplinary removals, special education service use, and high school graduation) occur within four groups of children matched demographically at first grade: a) children who participated in a parent-driven preschool intervention program with a reputation for quality; b) children who received special education services before school entry in their school districts; c) children who began receiving special education services for emotional or behavioral disturbance later in first grade; and d) children from the same school building who appear to be typically developing, which will provide a normative reference group that will aid in interpreting the information collected about the other children's development.

Products: The project will submit journal articles to publications targeting researchers, practitioners, families, and policy makers. The project will submit articles to specific association newsletters and websites. Project staff will make presentations at research conferences.

Grant Number: H324D010052

Enhancing Social-Emotional Development through Support Practices

Project Director: Linder, Toni
University of Denver
College of Education
2199 S. University Blvd.
Denver, CO 80208-2121
Voice: 303-871-2474; *Fax:* 303-871-7805
E-mail: tlinder@du.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. This project will develop, implement, and evaluate the effectiveness of two different family support practices intended to foster social and emotional development and resilience in infants and toddlers with or at risk of disabilities. An indirect approach will focus on educating parents on recommended best practices in early intervention and a direct approach will implement an accepted curriculum for fostering social and emotional development and strengthening of parent-child relationships.

Method: The study will implement an experimental design with random assignment of 120 families into one of four groups, all of which will continue to receive services through their IFSPs. Group One will receive indirect intervention, Group Two direct intervention, and Group Three will receive both. Group Four will receive none of these additional interventions. The goal is to assess which of the three experimental interventions is most effective in promoting child social-emotional development.

Products: This project will draw conclusions about which of the family support practices it develops are most effective in enhancing parent-child relationships and subsequently social and emotional development and resilience of infants and toddlers with disabilities. The findings will contribute to the advancement of theory related to advocacy and child development and to relationship development of parents and their infants and toddlers with disabilities. Findings will be disseminated to federally funded research and training centers and within the fields of education, early intervention, special education, psychology, and psychiatry. Results will be published in research and practitioner journals for early childhood and special education and the mental health fields.

Grant Number: H324D020014

Improving Mental Health in Infants & Toddlers with Disabilities

Project Director: Squires, Jane
University of Oregon
Early Intervention Program
5253 University of Oregon
Eugene, OR 97403-5253
Voice: 541-346-2634; *Fax:* 541-346-5639
E-mail: jsquires@oregon.uoregon.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research and Early Childhood Mental Health Improving Mental Health in Infants and Toddlers with Disabilities. The project will examine how a theoretically based mental health intervention added to the typical early intervention home visiting program affects participating children and parents. The project will document the staff's fidelity of implementation of the mental health intervention as well as their evaluation of the approach. The goal of the research is to determine if a mental health intervention results in improved social-emotional competence in children and healthy caregiver-child relationships.

Method: This project is a partnership of the University of Oregon Early Intervention Program with EC CARES, the Lane County early intervention/early childhood special education provider, and the Oregon Child Development Coalition's Migrant Head Start, to improve mental health services to targeted children and families served in Oregon under Part C of the Individuals with Disabilities Education Act (IDEA). Correlational, descriptive, experimental, and naturalistic case studies will be included in this research approach with diverse methodologies. A quasi-experimental design will be used; both intervention and comparison groups at each site will receive mental health training and interventions in the course of the project.

Products: An innovative home visiting program designed to enhance parent-child interactions, increase home visitors' knowledge and skills regarding mental health issues, and improve the quality of home visits will be implemented and evaluated.

Grant Number: H324D020023

Evidence-Based Practices to Address Social and Behavioral Problems in Young Children with Autism Spectrum Disorders

Project Director: Asmus, Jennifer; Conroy, Maureen
University of Florida
1430 Norman Hall, P.O. Box 117047
Gainesville, FL 32611-7050
Voice: 352-392-0724; *Fax:* 352-392-5929
E-mail: jasmus@coe.ufl.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will enhance the potential for young children ages 18 months to 5 years old with autism spectrum disorders (ASD) to succeed socially in natural settings.

Method: The project will accomplish its purpose by examining the use of experimental analysis procedures to guide intervention selection to include the identification of structural and functional analysis strategies in order to identify variables that are more likely to contribute to and maintain appropriate social behaviors and inhibit challenging social behaviors in children with ASD in natural settings.

Products: The outcome of this project will be the dissemination of evidence-based practices through a packaged curriculum that can be used to facilitate the social success of young children with ASD in natural settings. The packaged curriculum, called "Social Skills Assessment and Intervention Curriculum," will guide early childhood care providers and caregivers to examine the antecedents, consequences, setting events, and establishing operations associated with social skills deficits for young children with ASD. The curriculum will be disseminated

nationwide through the project website and linkage through the national OSEP centers. The project will also conduct conference presentations and workshops, write publications, and conduct state and regional dissemination activities.

Grant Number: H324D020034

A Social Competence Curriculum for Toddlers and Preschoolers Demonstrating Mental Health and Behavioral Problems

Project Director: Bruder, Mary Beth
University of Connecticut
Health Center
263 Farmington Ave.
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1571
E-mail: bruder@nso1.uchc.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This three-year directed research project will investigate the longitudinal implementation of a social competence curriculum with 50 Connecticut toddler-age children (24-36 months) at risk for disabilities because of mental health, along with their families.

Method: The curriculum will promote the use of positive behavior support strategies for toddlers who display mental health issues that put them at risk for needing early intervention and special education enrollment. The children in the project will attend child care programs, and they will be referred by their family, their child care program, or the Connecticut Part C early intervention system, which currently does not serve at-risk infants and toddlers. The curriculum that will be implemented is based on a model of social competence proposed by Guralnick in 1990. The curriculum has both a parent component and a classroom component to be implemented in child care settings. The parent component of the curriculum focuses on: 1) enhancing the quality of the parent-child relationship; 2) providing information to shape a family's attitude, beliefs, and knowledge about their child's peer relationships; 3) increasing the child's social network; and 4) enhancing the family's social support network. The classroom component focuses on a hierarchical model of social competence organized around three social tasks: peer group entry, conflict resolution, and maintaining play. The curriculum contains assessment tools, content, and methodology that relies on responsive teaching techniques. Data collection will include indices of child status, family status, teacher program status, and fidelity of curriculum implementation. Follow-up data will be collected for both groups until 42 months of age.

Products: The project will identify and prevent mental health and behavior problems in social competence in toddlers before they manifest into developmental delays that require later special education.

Grant Number: H324D020040

Addressing the Effectiveness of Early Intervention Services from a Community Mental Health Model for Serious Disruptive Behaviors

Project Director: Fox, Lise; Dunlap, Glen
University of South Florida
Louis de la Parte Florida Mental Health Inst
13301 Bruce B. Downs Blvd., MHC 2113A
Tampa, FL 33620-3899
Voice: 813-974-4612; *Fax:* 813-974-6115
E-mail: fox@fmhi.usf.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will develop a multidisciplinary approach to helping young children who exhibit serious disruptive behaviors. The approach will include dedicated professional supports that are family-centered and involve the provision of positive behavior supports (PBS). This large-scale initiative provides an opportunity to conduct needed research on the efficacy of the program and on important aspects of the intervention process and procedures.

Method: Research will include methods of large-scale program evaluation as well as a series of rigorous studies using within-subject experimental designs to answer key questions associated with program variables and child and family outcomes. All children with disruptive behaviors will be referred from the Part C system, and will be followed until the end of the project, including transitions to new settings or Part B services.

Products: Findings from this project will provide other agencies, organizations, and service systems with a blueprint for the implementation of family-centered PBS within their programs. The research in this project will directly address issues of transportability in disseminating effective practices by conducting research within a community-based setting. In addition to data on program outcomes for children and families, evaluation data will provide guidance on model efficiency, cost of model per child, and service integration issues. Results will be disseminated in a variety of formats and in conjunction with national projects in education and infant/child mental health.

Grant Number: H324D020047

Project Engage: Understanding Emergent Literacy in Young Children with Visual Impairments

Project Director: Hatton, Deborah
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Inst
CB 1350, 440 West Franklin St.
Chapel Hill, NC 27599-1350
Voice: 919-966-7186; *Fax:* 919-834-5784
E-mail: Deborah_Hatton@unc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 3: Pre-Literacy and Early Literacy for Infants, Toddlers, and Other Young Children with Visual Impairments Including Blindness. This project will investigate issues and promising practices in the development of pre-literacy and early literacy

learning including such issues as access to and use of new technologies that become part of the pre-literacy and early literacy learning experience of children with visual impairments.

Method: A series of seven studies of mixed methodologies will contribute substantially to the theoretical knowledge base while informing and supporting practice. Five of the seven studies will be completed with programs that serve young children with visual impairments and their families. The remaining two studies will be large-scale surveys of teachers of young children with visual impairments and adults who have had visual impairments since early childhood.

Products: The project will attempt to identify critical predictors of and contributors to successful literacy learning for children with visual impairments. It will make a significant contribution by providing an empirically derived set of indicators of literacy development and a description of current practices and factors that contribute to successful pre-literacy and early literacy development of young children with visual impairments.

84.324E
Congressionally Mandated Activities

Grant Number: H324E020301

Family-Professional Partnership Project

Project Director: Hamlin, Theresa
SDTC - The Center for Discovery
P.O. Box 840 - Benmosche Road
Harris, NY 12742-0840
Voice: 845-794-1400; *Fax:* 845-791-2035
E-mail: thamlin@sdtc.org

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: The Family-Professional Partnership Project of the Center for Discovery will develop a program initiative directed toward the acquisition, synthesis, and application of information about disabilities. The Center for Discovery offers programs to children ages 3-21 diagnosed with significant disabilities including autism, pervasive developmental disorders, cerebral palsy, mental retardation, neurological impairments and many other low incidence and syndromes. All of the students have mild to severe cognitive delays and most have significant language and social impairments. The program provides on-site medical, physical, and psychological support including primary medicine, primary dental, neurology, psychology, monthly psychiatric, podiatry, etc. Children participate in the program as community-based preschoolers ages 3 through 5, and as community-based and residentially based school-age children ages 5 through 21.

Method: This project recognizes that serving persons with significant disabilities is best carried out in a partnership between families and professionals as the basis for problem solving and the reduction of barriers to effective services and supports. The project will conduct the following activities related to persons with disabilities: 1) synthesize useful findings from practice, theory, and research on effective functional assessment and the provision of education, habilitation, and related supports and services; and 2) advance an integrated framework and common language of human functioning, activities, and participation that can enhance parent-professional communication and collaboration.

Products: The project will disseminate information and products to families and professionals on effective approaches for delivering assessment, intervention, education, and related services.

Grant Number: H324E020501

Early Childhood Development Project for the Mississippi Delta Region - Year 5

Project Director: Armiger, Susan
Easter Seals Arkansas
3420 Woodland Heights Rd.
Little Rock, AR 72212
Voice: 504-523-7325
E-mail: susanarmiger@aol.com

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The Early Childhood Development Project for the Mississippi River Delta Region (the Delta Project) will continue to present information to individuals on the importance of early identification of children with disabilities and to demonstrate strategies for providing needed services to children with disabilities and their families in the impoverished Delta regions of Arkansas, Louisiana, and Mississippi. This project will build local capacity of providers, agencies, and individuals to meet the long-term needs of children and families in the Delta region.

Method: The Delta Project will pursue child find activities with local providers, agencies, community leaders, and families to identify children in need of services and to enhance their understanding of child development and the importance of the early identification of children with disabilities; provide therapy and special instruction services to meet the immediate service needs of children with disabilities; and provide training opportunities for parents and providers to enhance their ability to care for children with disabilities and those at risk for disabilities. Additionally, the Delta Project will collaborate with early intervention systems at the state, regional, and local levels, with school systems, with health and therapy providers, with child care and Head Start providers, with social service providers, and with community leaders to increase access to quality services in the Delta region. Through these collaborative activities, the Delta Project will work to ensure that providers and community leaders address identified service needs to enhance the developmental and educational outcomes of children living in the Delta.

Products: The Delta Project will accomplish the following: 1) assist with and expand identification of children with disabilities; 2) improve the quality and availability of early intervention and child development services; 3) increase parent/guardian and family information and skills; 4) increase capacity of local personnel/providers to better serve children with disabilities; and 5) assist community decision-makers to solve problems.

Grant Number: H324E020601

Increased Capabilities for Fraser Child and Family Center/ECCID Programs

Project Director: Concepcion, Janette
Fraser Child and Family Center
3333 University Ave., SE
Minneapolis, MN 55414-3325
Voice: 612-728-5302; *Fax:* 612-728-5301
E-mail: janettec@fraser.org

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project will focus on the expansion within Fraser Child & Family Center of the Exceptional Children with Communication and Interaction Disorders (ECCID) program, which evaluates and treats children who have autism and pervasive developmental disorder (PDD). Most of the children served by ECCID are between 2 and 7 years old. The multidisciplinary day treatment program provides crucial early intervention that often results in dramatic improvements among young children who have moderate to severe difficulties communicating, learning, interacting, behaving, and expressing their emotions.

Method: The project will enhance the ECCID program through the improvement of technological capabilities, the addition of project staff, and the development of systems through which Fraser will export its expertise on caring for children with autism and related disorders.

Products: This project will increase the educational and health services for children throughout Minnesota and throughout the United States. Once the expansion is in place, the project will be able to disseminate diagnostic information, clinical studies, treatment methods, and other resources via online databases, video instruction, and CD-ROMs.

Grant Number: H324E021301

The Rainbows Model: Developing a Data/Evidence-Based Comprehensive Approach to Early Intervention for Children (0-60 Months) with Special Needs

Project Director: MacPherson, Benith
Rainbows United, Inc.
12204 Royal Valley Dr.
Creve Coeur, MO 63141-6646
Voice: 314-469-6980; *Fax:* 314-469-6774
E-mail: benithmac@aol.com

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will develop a data/evidence-based comprehensive approach to early intervention for children (0-60 months) with special needs.

Method: The project will contribute to the field of special education in the following ways: 1) research conducted in cooperation with faculty from Wichita State University (WSU) will add to the body of knowledge that documents the impact of early intervention on a child's subsequent development; 2) research in cooperation with WSU faculty will identify the service delivery models that are most effective for various constellations of young children with developmental delays or disabilities and their families; 3) recruitment and retention of experienced and knowledgeable early interventionists will ensure refinement and expansion of innovative Rainbows United projects, including customized seating for young children with limited mobility and application of assistive technology in therapeutic interventions with children with communication, cognitive, and/or physical impairments; and 4) the public/private partnerships in place at Rainbows United will support the spirit of entrepreneurship and will provide a model for national replication of similar partnerships among providers of early intervention services.

Products: This project will have a direct and lasting impact on Rainbows United' enrollees. On a larger scale, the project will advance the field of early intervention through its contribution to the field of knowledge of what constitutes "best practices" and the creation of public/private partnerships.

Grant Number: H324E021401

Designing Research on Early Intervention and Assessment Models (DREAM)

Project Director: Williams, Betty
Spokane Guilds' School & Neuromuscular Center
2118 West Garland Ave.
Spokane, WA 99205-2598
Voice: 509-326-1651; *Fax:* 509-326-1658
E-mail: guild@guildschool.org

Beginning Date: 7/01/02
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Spokane Guilds' School will facilitate a regional conversation on research in early intervention that is interdisciplinary and recognizes the contributions of the multiple fields that interact in the delivery of early intervention services.

Method: The Spokane Guilds' School will sponsor four conferences in Spokane, Washington, that will feature nationally recognized early intervention researchers from multiple disciplines. The conferences will be organized around the topics of early identification and assessment, educational treatment, pediatric therapies, and family involvement. Regional leaders in early intervention from a variety of disciplines, from personnel training

programs in higher education, from families of children with disabilities, and from community and state agencies will be invited to participate in each conference. A key evening presentation will be open to the public for each of the conferences as well. The participants at each conference will help identify gaps in early intervention research and provide direction for future research. The experts brought into each conference will work with the staff of the Guilds' School to design appropriate research that can be carried out in the School. The Guilds' School staff will also seek out researchers at local universities to work collaboratively on research in early intervention at the School.

Products: These activities will greatly enhance early intervention in the Inland Northwest region and nationally in several ways: 1) innovative and effective practices in early intervention will be introduced to families and professionals who serve very young children with disabilities; 2) a focus on the comprehensive and interdisciplinary nature of early intervention will encourage sharing and planning across disciplines; 3) the importance of family involvement and effective ways to extend partnerships with parents will be emphasized; 4) current and accurate information will influence the development of policy and funding in early intervention; and 5) opportunities for continued collaboration and advancement in early intervention research will be identified. The proceedings of the four conferences will be compiled into a book on early intervention research and will be available to the public.

84.324G
Center on Early Identification, Child Find, and Referral of Young Children with Disabilities

Grant Number: H324G020002

TRACE: Tracking, Referral, and Assessment Center for Excellence

Project Director: Dunst, Carl J.
Orelena Hawks Puckett Institute
Center for Evidence Based Practices
128 S. Sterling St.
Morganton, NC 28655-2277
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: dunst@puckett.org

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will establish a center to identify and promote the use of scientifically based models and practices for early identification, child find, and referral for infants, toddlers, and young children with disabilities and their families who are eligible for Part C early intervention and Part B early childhood special education programs.

Method: The Center will conduct research syntheses of early identification, child find, and referral models and practices with a focus on the characteristics of the practices and models associated with desired outcomes. It will use the characteristics of effective models and practices to conduct studies for establishing the extent to which educational programs at all levels are using scientifically based early identification, child find, and referral models and practices. It will determine if the use of scientifically based models and practices is associated with desired outcomes, and it will compare and contrast the relative effectiveness of different models and practices. It will develop, validate, and evaluate the effectiveness of scientifically based training units for implementing effective early identification, child find, and referral models and practices.

Products: Data collected by the Center will lead to a better understanding of the sources, types, methods, procedures, etc. for improving early identification, child find, and referral models and practices used by state and local programs. The Center will engage educational and parent organizations and other relevant groups as external reviewers of project findings, products, training units, methods, and procedures. A multimedia dissemination and utilization approach will be used to ensure applicability of findings and products to various audiences.

84.324H
National Center on Accessing the General Curriculum

Grant Number: H324H990004

National Center on Accessing the General Curriculum

Project Director: Rose, David; Hitchcock, Chuck
CAST, Inc.
39 Cross St.
Peabody, MA 01960
Voice: 978-531-8555; *Fax:* 978-531-0192
E-mail: drose@cast.org; chitchcock@cast.org
Website: http://www.cast.org/ncac/

Beginning Date: 12/01/99
Ending Date: 11/30/04

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherit barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

Method: To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

Products: The web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

84.324K
Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or at Risk of Disabilities

Grant Number: H324K010005

Research and Training Center on Early Childhood Development

Project Director: Dunst, Carl J.; Trivette, Carol M.
Orelena Hawks Puckett Institute
Center for Evidence Based Practices
18A Regent Park Blvd.
Asheville, NC 28806-3727
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: dunst@puckett.org; trivette@puckett.org
Website: http://www.researchtopractice.info/

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Orelena Hawks Puckett Institute (in Asheville and Morganton, North Carolina), the Center for Excellence in Early Childhood Education (at the University of North Carolina - Asheville), and the Family, Infant and Preschool Program (at the Western Carolina Center, Morganton, North Carolina) plan to establish a Research and Training Center of National Excellence to review the knowledge base on: 1) young children's early relationships; 2) emotional, self-regulatory, and social development; and 3) environmental factors that influence development. The knowledge base will then be translated into effective strategies (practice protocols) that establish a foundation for success in school and in community and family adaptive functioning.

Method: The Research and Training Center (RTC) on Early Childhood Development will conduct focused research syntheses of effective early childhood practices; translate this research into practice protocols that practitioners and families can use to enhance healthy child mental development; conduct research on the effectiveness of the practice protocols; disseminate information on effective intervention practices, strategies, and methods; and provide training at the preservice and inservice levels. The conceptual framework described in Shonkoff and Phillips' book "From Neurons to Neighborhoods" will be used to organize and integrate the research knowledge base.

Products: Focused research syntheses on selected topics will be developed by translating research findings into practice protocols that parents and practitioners can use to carry out evidence-based practices. Twenty research syntheses and 20 practice protocols will be completed per year for 5 years, for a total of 200.

84.324L
Research and Training Center in Service Coordination for Part C of IDEA

Grant Number: H324L990002

Research and Training Center in Service Coordination

Project Director: Bruder, Mary Beth; Harbin, Gloria
University of Connecticut
Health Center
School of Medicine, Dept of Pediatrics, 263 Farmington Ave, MC 6222
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nso1.uchc.edu; gloria_harbin@unc.edu
Website: http://www.uconnced.org/rtc/rtchome.htm

Beginning Date: 12/01/99
Ending Date: 11/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

Method: The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

Products: Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

84.324M
Model Demonstration Projects for Children with Disabilities

Grant Number: H324M990015

Using Cueing Strategies and Behavior State Analysis to Increase Alertness and Responsiveness among Infants with Severe Cognitive and Multiple Disabilities

Project Director: Roberts, Sally; Rues, Jane
University of Kansas - Kansas City
Center for Research
521 Pearson Hall, 1122 West Campus Rd.
Kansas City, KS 66045
Voice: 785-864-0553; *Fax:* 785-864-4149
E-mail: slroberts@ku.edu

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This study will increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. These findings will provide the basis for interventions that use communication cueing strategies that best fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

Method: The cueing strategies will be taught to parents, caregivers, and direct service personnel using a variety of approaches—for example, use of videotapes, an individualized gestural dictionary, and group problem solving. Participants will include 25 infants and young children with the most severe types of motor, sensory, and cognitive impairments and delays. The project will be a cooperative effort involving the University of Kansas, Rockhurst College, Children's Mercy Hospital, medical and health-related services, and early intervention educators. The method will include a variety of measures, designs (e.g., cohort comparisons), and statistical analyses. Cohort comparisons will be possible by using longitudinal data from 34 infants with severe disabilities who do not receive the interventions.

Products: The project will produce a training package that contains assessment and intervention procedures for using communication cueing strategies to increase levels of alertness and responsiveness.

Grant Number: H324M990026

Development of Social Competence in Young Children with Emotional and Behavior Problems

Project Director: Templeman, Torry Piazza; Udell, Tom
Western Oregon University
Teaching Research Div.
345 N. Monmouth Ave.
Monmouth, OR 97361-1394
Voice: 503-838-8766; *Fax:* 503-838-8150
E-mail: ptemplt@wou.edu
Website: http://www.tr.wou.edu/train/soccomp.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will create a model to expand services and improve outcomes for young children at risk for serious emotional disturbance. This will be accomplished through the development, implementation, evaluation, and dissemination of a community-based, family-centered model of early identification and intervention for young children with emotional and behavioral problems (EBP).

Method: The demonstration project will identify children ages three and four and will provide intervention to include community, school, and family involvement in an approach that integrates behavior support plans, social skills training, parent management training, and on-going support to ensure maintenance.

Products: The project will develop a community-based, family-focused model of early identification and intervention for young children with or at-risk of EBP. It will implement the model at selected Head Start sites; evaluate the model using multiple outcome measures to determine the effectiveness of its components; develop procedures and materials for replication; and disseminate project findings at the state, local, and national levels.

Grant Number: H324M990080

Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

Project Director: Garland, Corinne; Frank, Adrienne
Child Development Resources, Inc.
PO Box 280
Norge, VA 23127-0280
Voice: 757-566-3300; *Fax:* 757-566-8977
E-mail: cgarland@cdr.org
Website: http://www.cdr.org/benchmarks.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The purpose of this project is to develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the prerequisite knowledge and skills in collaborative consultation to promote the successful inclusion of infants and toddlers with disabilities in natural settings.

Method: The project will: 1) identify recommended practices or "benchmarks" for successful inclusion through a process of national field-validation; 2) develop a model of training in collaborative consultation skills for successful inclusion; 3) implement the model of training for family members, early intervention providers, infant/toddler caregivers, and teachers to support the successful inclusion of young children with disabilities; and

4) coordinate and promote support for the model among state and local level planners, family members, providers, and advocates. The project will develop a curriculum and supporting materials for training in collaborative consultation based on "Benchmarks of Inclusion." The model will be field-tested and evaluated in a two-city, two-county area of Virginia's Tidewater region in year two and expanded to the remainder of the Tidewater region during years three and four.

Products: The project will result in a replicable model of training in collaborative consultation for family members, early intervention providers, infant/toddler caregivers, and teachers that meets a national priority to include and serve infants and toddlers with disabilities in natural settings.

Grant Number: H324M000051

Bridging the Gap: A Model Demonstration Project for Moving the DEC (Division of Early Childhood) Recommended Practices into Actual Practice for Young Children with Disabilities and Their Families

Project Director: Smith, Barbara
University of Colorado - Denver
Campus Box 123, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-3328; *Fax:* 303-556-3310

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: Research in the field of Early Intervention and Early Childhood Special Education (EI/ECSE) has documented effective practices for improving outcomes for young children with disabilities. However, the widespread adoption of these practices has been hampered by at least three major challenges: 1) a thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for stakeholders—families, practitioners, administrators, and personnel trainers/technical assistance providers; and 3) a model of administrative, training, and systems change strategies needed to implement and sustain high-quality services to children and families. The CEC Division for Early Childhood (DEC) began addressing the first two challenges by using information from a review of the research literature and a series of focus groups of stakeholders to develop and validate a set of recommended practices and produce materials designed specifically for the four stakeholder groups. Bridging the Gap will address the third challenge to the adoption of recommended practices by developing a model for facilitating the sustained use of the identified practices through systems change and training procedures.

Method: The project will: 1) develop a model for facilitating the sustained and widespread use of recommended practices in early childhood programs; 2) implement the model with two sites in collaboration with systems change teams from the sites in order to build the programs' capacity to effectively implement the practices over time; and 3) evaluate the model, the materials, and the outcomes of the project on both a summative and formative basis using ongoing evaluation data to improve and revise the model.

Products: The project will disseminate information on the practices, the model, and outcome data through DEC and its partner organizations.

Grant Number: H324M000069

Community Connections: Promoting the Participation of Young Children with Disabilities in Community Settings

Project Director: Lieber, Joan; Beckman, Paula J.
University of Maryland
Room 1308 Benjamin Bldg
College Park, MD 20742-1161
Voice: 301-405-6467; *Fax:* 301-314-9158
E-mail: JL39@umail.umd.edu
Website: http://www.communityconnections.umd.edu

Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This model demonstration project will facilitate the participation of young children with disabilities in their communities. The objectives of this project are to: 1) create a task force of community leaders and families; 2) develop, implement, and coordinate information and awareness activities; 3) provide opportunities for networking and support; and 4) coordinate and provide training and technical assistance.

Method: The project will be implemented in Prince George's County, Maryland, a large, predominantly African-American suburban county bordering the District of Columbia. The project emphasizes the coordination of existing programs in Prince George's County. The community task force will consist of community providers and parent representatives who are interested in promoting community participation in Prince George's County. Its purpose will be to identify and promote linkages among families and key groups in the community. It will also provide input and advice to project staff in developing and implementing other components of the model. The networking and support component emphasizes building networks and developing linkages for both community participants and families. The training and technical assistance component will identify and coordinate existing training opportunities, develop training modules to address gaps, and provide training using a trainer of trainers' approach.

Products: Project tasks will be accomplished by conducting community forums, preparing and disseminating the "Community Connections Newsletter," developing linkages with families, and holding informal, family-to-family support gatherings. The information and awareness component of the model will : 1) establish and implement a public awareness plan; 2) create and administer a Community Connections website to provide information about community resources to families and providers; and 3) prepare and disseminate a "Community Resource Guide."

Grant Number: H324M000111

FAMILY TIES: Enhancing Parent Involvement in the Education of Preschool Children with Disabilities

Project Director: Wheeden, Catherine Abigail
Children's Hospital Medical Center of Akron
Family Child Learning Center
One Perkins Square
Akron, OH 44308
Voice: 330-633-2055; *Fax:* 330-633-2658
E-mail: awheeden@kent.edu
Website: http://www.akronchildrens.org/depts-services/fclc.html; http://www.familychild.org

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: Based on studies that suggest that parents' style of interaction with their children may have a greater impact on children's later IQ and reading ability than attendance in a preschool program, this project will develop a parent education model for preschool special education that incorporates two innovative features into its design: 1) relationship-focused intervention procedures used with birth to three-year-old children focusing on the developmental and preacademic issues addressed in preschools; and 2) emphasis on the use of assistive technology in the home.

Method: During the first three years, the model will be field tested in a variety of classroom-based and parent-focused intervention combinations. In the fourth year, the model will be field tested in a low-income school district.

Products: Evaluation will determine whether this model 1) promotes parental responsiveness; 2) enhances parents' ability to incorporate assistive technology into children's environments; and 3) impacts children's development.

Grant Number: H324M010033

PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Disabilities

Project Director: Grisham-Brown, Jennifer
University of Kentucky
Dept. of Family Studies
201 Kinkead Hall
Lexington, KY 40506
Voice: 859-257-7905; *Fax:* 859-257-1325
E-mail: jgleat00@uky.edu
Website: http://fp.dl.kent.edu/play/default.htm

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The provision of individualized and often specialized services to children with severe disabilities in inclusive settings has proved to be a significant challenge. At least three major barriers exist: 1) personnel lack the necessary training for meeting the complex needs of young children with severe disabilities; 2) professionals from a wide range of disciplines and families do not routinely work together in designing, implementing, and evaluating intervention efforts; and 3) programs lack a systematic or linked approach for developing and implementing individualized intervention. Project PLAY is designed to overcome these barriers by implementing a comprehensive model across a variety of programs in Kentucky and Ohio. The model is a linked approach composed of assessment, individualized education plans, embedded instruction, and systematic data collection.

Method: The project's two major goals are the following: 1) to train diverse staff at model sites to implement authentic assessment, target meaningful skills, embed instruction during daily activities, and engage in ongoing data collection to monitor children's performance over time; and 2) to evaluate and disseminate the model so that it can be utilized in other settings and sustained over time. Four model sites will participate in Project PLAY. A rigorous development, implementation, and evaluation plan will ensure new knowledge and extensive dissemination of findings, thus improving services for young children with severe disabilities. Key stakeholders and consumers will be involved to ensure the integrity and utility of project activities.

Products: Training materials will be developed for use in early childhood settings including Head Start, public school preschools, community-based childcare, and blended programs.

Grant Number: H324M010055

Contextually Mediated Therapy/Intervention Project

Project Director: Raab, Melinda; Mott, Donald
Western Carolina Center
Family, Infant, Preschool Programs
300 Enola Rd.
Morgantown, NC 286800250
Voice: 828-433-2661; *Fax:* 828-438-6457
E-mail: raab@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The major aim of this project is to develop, implement, and evaluate a promotional approach to therapy and intervention with young children with disabilities, birth to three years of age, called Contextually Mediated Therapy/Intervention (CMT/I).

Method: CMT/I uses everyday family and community activity as the contexts for providing children with learning opportunities, where child participation and competence enhancement are mediated by the social and nonsocial experiences afforded children in everyday natural learning environments. CMT/I builds upon and brings together methods and approaches from different therapy and intervention models, and integrates them into a new approach to doing therapy and intervention. This project will develop, implement, and evaluate an approach for identifying everyday children's routines and activities as contexts for therapy and intervention (CMT/I). It will also develop, implement, and evaluate techniques and procedures for using CMT/I as an approach to promote child competence. The demonstration phase of the project will involve physical and occupational therapists, a speech and language pathologist, and an early intervention specialist developing, implementing, and evaluating CMT/I with 40 to 50 children (birth to three years of age) and their families.

Products: Assessment procedures, CMT/I guidelines and techniques, and procedural "how to" manuals will be developed, field tested, and validated by project staff. The CMT/I model, methods, and procedures will be replicated with different therapists and interventionists. The project will disseminate information about CMT/I and its usefulness as an early intervention approach by producing a video to document and describe the CMT/I approach.

Grant Number: H324M010060

Early Childhood Leadership Directions

Project Director: Rosenkoetter, Sharon
Oregon State University
HDFS, 322 Milam Hall
Corvallis, OR 973325102
Voice: 541-737-8529; *Fax:* 541-737-1076
E-mail: Sharon.Rosenkoetter@orst.edu
Website: http://www.hhs.oregonstate.edu/hdfs/ecld

Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a model and materials for preparation of early childhood leaders across agencies at local and state levels to provide collaborative, family-guided, standards-based, outcomes-driven services for all young children—intentionally including appropriate supports for young children with disabilities and their families.

Method: The project will accomplish the following: 1) develop and implement a set of modules and two Web courses for leadership training that can be used—together or separately, in person or electronically, inservice or preservice—to prepare leaders for the next decade to guide services for infants, toddlers, and young children with disabilities and their families in natural home and community settings; 2) evaluate the materials and service delivery plans, using the modules in at least three states and using the Web courses internationally; and 3) produce and disseminate the validated procedures and materials in formats that will enable other states, universities, and programs to replicate all or part of the model.

Products: Outcomes will include the following: 1) development, implementation, and evaluation of two project training plans—Web-based courses and a more traditional training combination of workshops, experience in collaborative problem solving with cohort groups, and mentoring by peers; 2) publication of validated procedures and materials to allow others to replicate EC Leadership Directions training or selected components of it, such as outcomes-driven program design and evaluation, interagency/interdisciplinary collaboration, family-guided services, new models of leadership, culturally appropriate leadership, mentoring, systematic strategic planning, advocacy, resource finding, proposal writing, financial management supervision, public relations, and advocacy techniques; 3) wide dissemination of these materials through print and electronic media to enable personnel from multiple agencies to benefit from the project; and 4) enhancement of leadership strategies of many additional service providers and family leaders as a result of presentations at regional and national meetings and publications in respected early childhood journals across disciplines.

Grant Number: H324M010071

Early Social Interaction Project: Teaching Very Young Children with Autism Spectrum Disorders in Natural Environments

Project Director: Wetherby, Amy M.; Woods, Juliann
Florida State University
Dept. of Communication Disorders
Tallahassee, FL 323061200
Voice: 850-644-8456; *Fax:* 850-644-8994
E-mail: awetherb@garnet.acns.fsu.edu; jwoods@garnet.acns.fsu.edu
Website: http://esi.fsu.edu/

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: There is now a substantial body of empirical support demonstrating the effectiveness of a range of approaches for enhancing social and communication skills of preschool children with autism along a continuum from behavioral to developmental that differ in philosophy and specific teaching strategies. The empirical research on children with autism indicates that intervention provided before age 5 has a much greater impact than that after age 5, consistent with early intervention research with other populations. The level of social and communicative competence attained by individuals with autism has been found to be an important predictor of outcome. There is a pressing need to develop early intervention programs that are appropriate and effective with very young children with autism spectrum and that are consistent with the mandates of the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) Part C, addressing the provision of early intervention services within natural environments. The Early Social Interaction Project is designed to develop, implement, evaluate, and replicate an early intervention program for very young children with autism spectrum disorders.

Method: Children with autism spectrum disorders will be identified by 24 months of age. The early intervention program will consist of the following components: 1) family-guided assessment to identify concerns, priorities, and resources; 2) individualized, family-guided intervention program to be documented by an Individualized

Family Service Plan and implemented in the child's natural environments; and 3) referral systems, transition planning, and transition support to Part B services. Unique features of this project specially designed for very young children with autism spectrum include: 1) focus on social interaction, communication, and play targets for each child, determined individually in collaboration with families based on the child's prelinguistic profile and the parents' responsivity and language input demonstrated in interactions during daily routines; 2) blend of behavioral and developmental approaches that have been empirically supported to address the core deficits associated with autism, positive behavioral support, and generalization of learning across environments; 3) intensity of programming for at least 20 hours of intervention per week in natural environments; 4) coordination of services.

Products: The project will enroll at least six families per year to ensure a total of 24 families are served over four years. The project will demonstrate short-term and intermediate effects of an early intervention program on meaningful outcomes for children with autism and their families. During the first three years of the project, the Early Social Interaction Project will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and service providers. During the fourth year, the project will be further refined and replicated in four other counties in the panhandle of Florida. Data gathered will contribute new knowledge about very young children with autism spectrum and increase the field's ability to serve these children more effectively.

Grant Number: H324M010093

Cultural and Linguistic Diversity in Early Intervention: A Program Improvement Model

Project Director: Castro, Dina; Ayankoya, Betsy
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Ctr
CB#8180
Chapel Hill, NC 27599-1800
Voice: 919-962-7363; *Fax:* 919-966-7532
E-mail: Dina_Castro@unc.edu
Website: http://www.fpg.unc.edu/~nv

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will develop, refine, demonstrate, and evaluate the Cultural and Linguistic Diversity Program (CLD), a model aimed at improving the quality of early intervention and preschool special education services offered to children (birth to 5) and their families who are from diverse cultural and linguistic backgrounds, with a special focus on Latino children and families.

Method: The project has four components: 1) development and refinement of the Cultural and Linguistic Diversity Curriculum; 2) training of early intervention providers; 3) technical assistance to program participants; and 4) development and dissemination of resource materials. A total of 120 program coordinators and service providers from North Carolina will participate in the CLD program. In addition, current state-wide early intervention and preschool technical assistance providers, constituting the project's "Leadership Technical Assistance Team," will receive training to develop, expand, and enhance their skills in providing ongoing technical assistance on cultural and linguistic diversity issues.

Products: The implementation of this model will build capacity and improve service provision to young children with disabilities by supporting program/agency administrators, program coordinators, and service providers in assessing the cultural and linguistic appropriateness of their policies and practices, and in developing, implementing, and evaluating strategies to meet the needs of all children and families they serve.

Grant Number: H324M010118

FAMILY LINKS: A Developmental Relationship-Focused Intervention for Children with Autism/PDD and Severe Behavior Disorders

Project Director: Mahoney, Gerald
Case Western Reserve University
Mandel School of Applied Social Sciences
10900 Euclid Ave.
Cleveland, OH 44106
Voice: 216-368-1824; *Fax:* 216-368-2295
E-mail: gjm14@po.cwru.edu

Beginning Date: 9/01/01
Ending Date: 8/31/03

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: Developmental relationship-focused intervention (DRF) is an increasingly popular alternative for addressing the needs of young children with severe social-behavioral disorders including autism/pervasive developmental disorder (PDD). This treatment approach is predicated on the belief that parents are children's primary teachers during early childhood. By helping parents become more responsive to their children, DRF addresses the socioemotional needs of children by improving the quality of the attachment relationship between parents and their children, increasing children's communication with their caregivers, and promoting children's motivation to socialize.

Method: This demonstration project will develop curriculum materials and training supports that are needed to address social and behavioral problems of children in early intervention (EI) and early childhood special education (ECSE). It will demonstrate this model with a sample of 45 children with severe behavior disorders and their parents in three sites. Services will begin in children's EI programs (12 months) and continue through their involvement in ECSE (12-30 months). This facet of the model is designed to demonstrate continuity in the philosophy and strategies these programs use to address social and behavioral problems throughout the early childhood years. The project will collect cost data on the implementation of this model to determine whether this approach might be a cost-effective alternative for addressing social behavioral problems, and it will evaluate the effects of DRF intervention on children's social, behavioral, communicative, and cognitive functioning at home and school as well as the impact of this model on parents and families.

Products: Materials and results from this model demonstration project will be disseminated through conference presentations, publications, a newsletter, and a website.

Grant Number: H324M010138

ACES: Access for Children to Early Services

Project Director: Squires, Jane; Bricker, Diane
University of Oregon
5219 University of Oregon
Eugene, OR 97403-2330
Voice: 541-346-0807; *Fax:* 541-346-5639
E-mail: jsquires@oregon.uoregon.edu
Website: http://eip.uoregon.edu/ACES/ACES.htm

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: Finding and serving infants and preschool children with developmental needs is a national priority under IDEA. Identifying and intervening with children in their preschool years may improve developmental outcomes, support families, and save resources for school districts and society at large. In addition to identifying

general developmental delays, there is a specific need to accurately identify and refer young children with social-emotional and behavior disabilities, to prevent later detrimental mental health, educational, and antisocial outcomes. The overall goal of the Access for Children to Early Services Model (ACES) is to improve community-based early identification systems for infants, toddlers, and preschool children who are at risk for social-emotional and behavioral disabilities.

Method: This project is a family-centered, low-cost, and effective early identification and referral model for young children with social-emotional and behavioral disabilities. The approach has appeal because it involves parents in the evaluation of their child's development and it provides an economical strategy for the early identification of social-emotional and behavior disabilities. Targeted objectives include: 1) refine and implement a collaborative, community-based, multi-agency early identification approach; 2) replicate and evaluate the model in ethnically diverse settings; 3) evaluate the cost, effectiveness, and satisfaction; and 4) replicate and disseminate the ACES model.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services to improve outcomes and prevent secondary delays.

Grant Number: H324M020065

Providing Effective Services to Infants and Toddlers with Autism and Related Disorders: Blending Approaches to Meet Individual Needs

Project Director: Schwartz, Ilene; Boulware, Gusty-Lee
University of Washington
Experimental Education Unit
Box 356925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-543-8480
E-mail: ilene@u.washington.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project is designed to meet the needs of infants and toddlers with autism by integrating best practices from early childhood special education, early childhood education, and applied behavior analysis. The model will be based on an existing program for preschoolers with autism at the University of Washington (Project DATA).

Method: The core activity of the project is implementation of an existing high-quality early intervention program that will be supplemented by extended instructional time, technical and social support for families, collaboration and coordination across services, and transition support for the children.

Products: The model will serve 12 children/families each year through direct services and many more children, families, and practitioners through a major dissemination component. Monthly autism awareness workshops for parents and early childhood providers will be conducted in the community. The project will develop one-page information briefs describing current findings and conduct trainings based on the model for early childhood providers. Approximately 300 people will participate each year in at least one of four trainings and many more will be able to access project information through the project's website.

Grant Number: H324M020068

A Model System for Early Prevention of Reading and Behavioral Failure

Project Director: Scott, Terrance M.; Lane, Holly
University of Florida
College of Education
Dept. of Special Education, PO Box 117050
Gainesville, FL 32611-7050
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: tscott@coe.ufl.edu

Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Grace Zamora Duran
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will develop a model that uses multiple school-wide prevention exemplars from which to empirically demonstrate and create awareness of prevention and early intervention strategies for early reading and behavioral failure. The project will focus on programs and outcomes that have been demonstrated to be effective at both preventing the types of failures that ultimately warrant services under IDEA and improving effective collaborative programs for students who are served under IDEA.

Method: The project will be directed from the Department of Special Education at the University of Florida, in conjunction with the Alachua County Schools. Three model sites will be developed and implemented to demonstrate and monitor the effects of a three-tiered program of prevention. First, all schools will be helped to develop school-wide strategies of effective instruction for reading and behavior, designed to provide a comprehensive foundation for success. For students who continue to fail despite school-wide efforts, a second level of more intensive small group programs will be developed, with a third level of highly individualized and intensive supports available to students with the most chronic of reading and behavioral failures.

Products: This project will develop a knowledge base and understanding of how established prevention programs in reading and behavior can be effectively combined and sustained in the public school system during the elementary years. Procedures, products, and outcomes of the model will be disseminated across a variety of interest groups via a wide range of venues. Project school sites will be available for visitation and will be prepared to describe the prevention systems developed through this project. Additionally, conference presentations and articles in professional journals will widen the dissemination and will impact prevention and effective practice for at-risk and IDEA-eligible students. The continuing refinement of training processes and materials necessary to replicate model schools will result in validated implementation process materials that can be disseminated via professional training presentations, writing, and the World Wide Web.

Grant Number: H324M020084

Scaffolding Emergent Literacy: Supporting the Early Literacy Development of Young Children with Disabilities in Natural Environments

Project Director: Notari-Syverson, Angela
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: anotari@wri-edu.org

Beginning Date: 11/01/02
Ending Date: 10/31/06

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a comprehensive model to support the early literacy development of young children with disabilities in the home, childcare, and inclusive early education programs. The project will provide early childhood special education (ECSE) staff with an empirically

validated model for assisting families and community-based childcare providers in improving the early literacy outcomes of young children with disabilities, ages birth to five years.

Method: The project will develop, field test, and evaluate methods and materials for ECSE staff to use with parents in order to increase family involvement in the early literacy development of their young children with disabilities. It will also develop materials for ECSE itinerant staff to use with early education teachers and childcare providers serving young children with disabilities in community-based programs in order to enhance their ability to facilitate emergent literacy development. It will develop guidelines for staff that will enhance the ability to communicate effectively with families, particularly those with diverse cultural and linguistic backgrounds, and it will develop materials for families, early childhood educators, and childcare providers that will increase their knowledge of special education terminology and their participation in special education procedures for preschool children.

Products: The project will strengthen the collaboration and continuity between preschool, home, and community childcare environments. The model will use a combination of formats, materials, and media, including print, video, and electronic, to address the needs of families and staff with low literacy skills in English. A manual for ECSE staff and a family support guide for parents will be developed and will help support replication of the model.

84.324N
Initial Career Awards

Grant Number: H324N000003

Development and Validation of Indicators of Functional Movement Skill for Infants and Young Children with Disabilities

Project Director: Leitschuh, Carol
University of Minnesota
222A Cooke Hall
1900 University Ave. SE
Minneapolis, MN 55455
Voice: 612-625-9579; *Fax:* 612-626-7700
E-mail: leitschu@umn.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will design and validate individual growth and development indicators (IGDIs) for functional movement skill in young children with disabilities and those at risk for developmental delay. These IGDIs serve two important functions: 1) to monitor children's growth in movement skill so that children with delays in development will be identified quickly and easily by practitioners and caregivers who do not have extensive motor expertise; and 2) to monitor growth in movement skill when children are receiving specific movement-related interventions.

Method: This project is based on the premise that optimal outcomes related to the movement development of a young child are more accurately administered when information on growth is obtained frequently, assessments are conducted in the natural environment, and when intervention strategies are facilitated in a timely manner. The importance of functional movement skill to later development and inclusion in home and community underscores the importance of early monitoring and identification of children who are not growing in functional movement skill and thus in need of assistance. In this project, functional motor "growth indicators" for infants and young children will be developed. The extent to which these tools are a valid and reliable measure, sensitive to growth over time and to intervention, will be analyzed longitudinally.

Products: Benefits of this project will include synthesis of the current knowledge base in movement skill; development and validation of the movement IGDIs; and a broad dissemination of results to care providers, practitioners, and researchers.

Grant Number: H324N010018

Ecological Support for Young Children with Challenging Behavior, Their Peers, and Teachers

Project Director: Buschbacher, Pamelazita
University of South Florida
Louis de la Parte Florida Mental Health Inst
13301 Bruce B. Downs Blvd., MHC 2113A
Tampa, FL 33620-8990
Voice: 813-974-8561; *Fax:* 813-974-6115
E-mail: buschbac@fmhi.usf.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This study will examine the roles that children with problem behavior play in the peer culture of an inclusive early childhood program, and will develop a model of intervention grounded in the research of positive behavioral support, person-centered planning, and naturalistic social-communication instruction.

Method: The first phase of the study will describe the social-communicative role of the child with challenging behavior in peer dyads, his peer culture, and his classroom culture in three early childhood classrooms. Qualitative data will include field notes of observations, open-ended interviews, and documents collected and analyzed within an ecological systems study. The second phase of the study will include implementation of a practical model of intervention grounded in positive behavioral support, person-centered planning, and naturalistic communication-based instruction. The intervention phase will successively involve two early childhood classrooms. A component of the intervention phase will involve participatory action research methodology in which the classroom teachers will share in research decision making. Data management will include qualitative and quantitative measurement.

Products: The findings will provide a practical model of intervention for young children with problem behavior. Results will be disseminated widely through conference presentations; peer-reviewed publications; consumer-oriented articles for teachers and parents; and consumer presentations for teachers, parents, and young children.

84.324R
Outreach Projects for Children with Disabilities

Grant Number: H324R000007

Expressive Arts Outreach

Project Director: Hutinger, Patricia L.; Johanson, Joyce
Western Illinois University
Center for Best Practices in Early Childhood
1 University Circle
Macomb, IL 614551390
Voice: 309-298-1634; *Fax:* 309-298-2305
E-mail: pl-hutinger@wiu.edu; jk-johanson@wiu.edu
Website: http://www.wiu.edu/thecenter/artabs.html

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Expressive Arts Outreach (EAO) has three goals: 1) integrate and replicate the Expressive Arts (EA) model based on developmentally appropriate experiences in the expressive arts, with an emphasis on visual arts, into early childhood programs for children ages 3 to 8 with a wide range of disabilities; 2) enhance the knowledge and skills of families, professional staff, and early childhood decision-makers so they can effectively use developmentally appropriate art activities with young children and adaptations for children with severe disabilities; and 3) serve as a national resource and information exchange for art-related materials and products for youngsters with disabilities.

Method: Project resources focus on providing experiences in the expressive arts used in the general curriculum to a traditionally underrepresented segment of the population: young children with disabilities. Objectives include awareness; replication; product development, revision, and dissemination; training and consultation; and participation in cooperative activities. Six sites have requested replication, and 19 sites will continue the model. Trainees include families, early childhood personnel, therapists, and other personnel identified in IDEA. Training outcomes are measured according to competencies in conducting art activities for young children. The EA model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities are part of the planning, implementation, and evaluation process.

Products: A comprehensive dissemination plan includes satellite broadcasts, a website, and more traditional modes such as conference presentations, brochures, and articles. Products include training modules, videotapes on current technology adaptations used by children, the "ArtExpress" curriculum, and software to support curricular objectives and document child progress. Both low-tech and high-tech adaptations are incorporated into the curriculum.

Grant Number: H324R000008

Ladders To Literacy Outreach Project: Supporting the Early Literacy Development of Young Children with Disabilities

Project Director: Notari-Syverson, Angela
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: anotari@wri-edu.org
Website: http://www.wri-edu.org/ladders/

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The goal of this project is to assist EC and ECSE staff, related services personnel, and families in supporting the early literacy development of young children with disabilities, preparing them for later formal literacy instruction. The project will replicate and disseminate a validated intervention model specifically designed to support the early literacy development of young children with disabilities in inclusive settings. The project will train parents and early childhood (EC) and early childhood special education (ECSE) professionals and paraprofessionals to replicate the model's innovative early literacy approach.

Method: The model draws from theory and research on early literacy development and on activity-based, child-responsive intervention approaches. The project will expand the model's home literacy component to strengthen family-professional collaboration. The project will offer training on: 1) classroom activities designed to facilitate early literacy and language skills; 2) strategies for individualizing instruction to meet the needs of teaching all children, including those with disabilities in inclusive settings; 3) home-based literacy activities for families; 4) guidelines for early literacy and language assessment; 5) development of individualized education programs (IEPs)/individualized family service plans (IFSPs) in the area of early literacy; and 6) an overview of theory and research on early literacy and language development and intervention. The project training approach will draw from adult learning principles that emphasize interactive discussions, practice activities, and provision of follow-up opportunities for feedback and reflection on practical applications. Specific methods and content of the training will be customized to meet the individual needs of sites. A total of 16 sites will be trained. Each new trainer (staff-parent) team will train at least one additional site.

Products: A number of products will be made available to sites including the "Ladders to Literacy: A Preschool Activity Book," additional classroom and home materials developed for facilitating home-school collaboration, assessment and observation forms, and a trainer's manual.

Grant Number: H324R000015

Building Effective and Successful Teams: Outreach

Project Director: Olson, Jennifer
University of Idaho
405C College of Education
129 West Third St.
Moscow, ID 83843-4401
Voice: 208-885-3588; *Fax:* 208-885-3628
E-mail: Jenn@uidaho.edu
Website: http://www.its.uidaho.edu/cdhd/best

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will disseminate an effective model of inservice training and technical assistance. The Building Effective and Successful Teams (BEST) model has been successful in encouraging the transference of information from inservice training to the classroom.

Method: The Building Effective and Successful Teams (BEST) model has three innovative features: 1) the training occurs with on-site teams; 2) organizational commitment to support change is required; and 3) the impact of training is evaluated. The BEST model is an umbrella under which a series of curriculum topics are included. These topics were selected on recommendation from early childhood literature in best practice and current research; topics include: 1) team development; 2) activity-based instruction; 3) early literacy; and 4) working with challenging behaviors. The BEST model is particularly valuable in smaller, more rural locations where other training resources may be less accessible. All curriculum materials are prepared in a format that is easily read and assimilated. The curriculum packages have been field-tested with groups of individuals with varying levels of education and knowledge of English as a first language. The training modules have been translated into Spanish because of the wide demand and use of these materials in locations where personnel or parents are Spanish speaking. Members of teams who are of Native American descent have given input to the project to determine the cultural appropriateness of team activities and teaching strategies.

Products: The training modules will be disseminated in a variety of geographic regions and community sizes. The inservice training materials will be adapted to the World Wide Web to enable a wider audience of educators and support personnel to access the modules to ensure that larger numbers of educators and service providers have access to the materials and to assist them in bringing best practice to classrooms.

Grant Number: H324R000019

Multicultural Early Childhood State Leadership Training

Project Director: Thorp, Eva K.; Flynn, Nona M.
George Mason University
Kellar Institute for Human disAbilities
4400 University Drive
Fairfax, VA 22030-4444
Voice: 703-993-3670; *Fax:* 703-993-3681
E-mail: ethorp@gmu.edu
Website: http://chd.gse.gmu.edu/mectt/new.html

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: A technology-based outreach project will be developed to assist state-level family/professional leadership teams in developing and implementing statewide personnel and program development initiatives which infuse cultural competence in early childhood programs. Two change factors have created a critical need for Multicultural Early Childhood Team Training (MECTT) state outreach. The first is the increasing cultural diversity of families in the United States. The second is the adoption of the recommended practice of family-centered service delivery for families with young children with disabilities. To successfully involve families in their young children's education, early childhood programs must become culturally responsive in working with all families in their communities. This project will assist states to address these needs through participation in leadership training, ongoing distance learning, and development of action plans.

Method: The outreach project's objectives are: 1) to prepare state-level family/professional leadership teams to infuse cultural competence in early childhood programs, using a proven model; and 2) to provide ongoing technical assistance for leadership teams with an interactive technology-based delivery system. The project will target 12 state leadership teams representing early childhood programs in Parts B and C of IDEA. The states will identify team members that represent providers, families, and the diverse communities in their states. Teams

must include diverse parents and early childhood professionals including preschool coordinators, CSPD coordinators, Interagency Coordinating Council members, staff development coordinators, program coordinators, and parent liaison specialists. Team members will also represent the major state agencies serving families with young children with disabilities. Parent/professional partnerships are modeled throughout all aspects of the project — staffing, program development, and training delivery. The project will provide planning consultation, a Leadership Training Institute for the teams, and ongoing state-of-the-art information via interactive video-teleconferencing and web-based technology.

Products: The project will provide ongoing training and technical assistance for 12 state leadership teams, using field-tested materials applicable for use with a broad range of culturally, ethnically, linguistically, and ability diverse communities. The technology-based delivery system will increase the impact of the project, and its accessibility to diverse populations.

Grant Number: H324R000024

Mediated Learning in Diverse Communities: Promoting Developmentally and Educationally Appropriate Practices with Underserved Populations

Project Director: Cole, Kevin N.; Sook Lim, Young
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: kcole@wri-edu.org
Website: http://www.wri-edu.org/mediated

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will disseminate a validated intervention model (Mediated Learning) specifically designed to facilitate the development of young children with disabilities in inclusive settings. This final dissemination phase targets traditionally underserved sites, particularly sites in Asian communities, providing materials and information to assist staff in serving families who speak English as a second language, and training trainers who can continue disseminating the model after the project has ended.

Method: The Core Materials of the Mediated Learning Program include: 1) 200 detailed daily activity plans; 2) guidelines for three levels of challenge for key activities to allow children with a range of developmental levels to participate successfully in heterogeneous groups; 3) guidelines for assessment; 4) guidelines for using the curriculum model as a complete program or in conjunction with existing practices; and 5) guidelines for classroom and staff organization. In addition to presenting Core Materials, training will include Support Components designed to augment and generalize the information included in the Core Materials. These include information about: 1) identifying and maximizing "teachable moments" during child-directed activities; 2) methods for involving typically developing peers in interactions; 3) cultural competence considerations; 4) the importance and use of play in intervention; 5) developing individualized education programs (IEPs)/individualized family service plans (IFSPs) within the framework of the model; 5) interdisciplinary collaboration in curriculum use; 6) positive behavior support components within a developmental framework; and 7) materials and methods for working with parents who speak English as a second language to help the parents facilitate language development at home in the heritage language. The project will also include Implementation Components designed to maintain high quality implementation at sites. These components include: monitoring by project staff geared specifically to the needs of sites, peer coaching training, and development of an electronic communication network to facilitate communication among users across sites. Target audiences for the model include Head Start programs, center-base school district programs, and community-based child-care facilities that serve, or wish to serve, young children with disabilities.

Products: Several Replication Components will allow the model to be self-supported by the end of the project. These components include: 1) training on-site +trainers; 2) refinement of print and video materials to support model implementation; and 3) public awareness activities to inform potential sites of availability of the model. The project will replicate the validated model at seven sites in year one, seven additional sites in year two, and at least four additional sites in year three.

Grant Number: H324R000030

Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships

Project Director: Winton, Pamela J.; Catlett, Camille
University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
CB#8185
Chapel Hill, NC 275998185
Voice: 919-966-7180; *Fax:* 919-966-0862
E-mail: pam_winton@unc.edu; camille@unc.edu
Website: http://www.fpg.unc.edu/~walkingthewalk/

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Walking the Walk will refine, implement, evaluate, and disseminate strategies and materials for improving the recruitment, preparation, and support of culturally and linguistically diverse individuals through campus-community partnerships. The project will be based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation.

Method: The project will use a participatory approach that involves key stakeholders (families; individuals with disabilities; administrators; faculty members from diverse disciplines at community colleges, universities, and Historically Black Colleges and Universities; students; and practitioners) in every aspect of the project. Salient features of the Walking the Walk implementation plan include: 1) utilizing the expertise of a diverse group of national/state/local Leadership Partners to guide the project; 2) identifying needs, priorities, and support for addressing diversity issues with stakeholders from seven North Carolina replication communities (n=175); 3) providing models, materials, and experiences, including an intensive training institute designed to address diversity priorities for community-based teams of family members, administrators, faculty, students, and practitioners (n=84); 4) facilitating the development of individual and community action plans for addressing diversity issues; and 5) providing technical assistance and follow-up training over an 18-month period in support of the action plans. About 75% of the members of each team will be drawn from higher education settings (n=63), and approximately one-third of those from community colleges.

Products: Based on current faculty student ratios, approximately 1,911 students will benefit from the participation of their instructors. Thus, a total of 2,170 individuals will benefit directly from this project. The outcomes of this project include: 1) increasing the knowledge and skills of faculty related to using innovative instructional approaches to address diversity in personnel preparation programs; 2) building the capacity of early childhood intervention personnel preparation programs to recruit, prepare, and support diverse students; 3) increasing the capacity of graduates of early childhood intervention programs in institutions of higher education (IHEs) to work effectively with diverse children, families, and practitioners in natural environments; and 4) strengthening the linkages among IHEs, community practitioners, and families.

Grant Number: H324R000033

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT-Physicians)

Project Director: Garland, Corinne; Kniest, Barbara A.
Child Development Resources, Inc.
P.O. Box 280
Norge, VA 231270280
Voice: 757-566-3300; *Fax:* 757-566-8977
E-mail: cgarland@cdr.org
Website: http://www.cdr.org/physicians.htm

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This outreach project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), will replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems. CFIT Outreach will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams.

Method: The CFIT model was developed by Child Development Resources, Inc. (CDR) working in collaboration with the Virginia Academies of Pediatrics and Family Physicians and colleagues at the University of Virginia School of Medicine in response to training needs identified through a survey of physicians and families. Evaluation data provide strong evidence of the efficacy of the model in increasing pediatricians' and family physicians' knowledge and competency as members of early intervention teams. The CFIT model includes three replicable components: State Planning, Introductory Seminars, and Independent Study. The State Planning component involves the development of state leadership planning groups composed of Part C personnel, physicians, and other key personnel to replicate the CFIT model. Leadership planning groups in five to eight states will work with project staff to plan the replication process in their own state. Following State Planning, the Introductory Seminar will introduce physicians to the concepts of: a community-based, interdisciplinary, interagency early intervention approach; family-centered services; and the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible, and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

Products: The project will promote awareness and replication of the CFIT model and its products through dissemination activities. These activities will inform the professional community and families about project services, products, activities, and findings.

Grant Number: H324R000037

A Family-Centered Transagency Team Outreach Program to Improve Services and Outcomes for Children Aged Birth to Five with or At-Risk for Disabilities and Their Vulnerable Families

Project Director: Woodruff, Geneva
Concord Family and Youth Services, Inc.
380 Massachussetts Ave.
Acton, MA 01720
Voice: 617-232-0600; *Fax:* 617-735-1888
E-mail: Genevawoodruff@compuserve.com

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: Most administrators and staff in early intervention and early childhood programs have not been trained to work with children with or at risk for developmental delays. In response to those training needs, Project Transformation will provide training and disseminate information on effective ways to intervene in the child's natural learning environments, to improve services, and to achieve optimal outcomes for children ages birth to five with or at-risk for developmental delays and for their vulnerable families who may have significant socioeconomic and psychological stresses.

Method: The model upon which the project rests is The Family-Centered Transagency Team Model (FCTTM). The model is based upon best practice intervention methods which have shown to improve services and developmental outcomes for children with or at risk for developmental delays and to assist their vulnerable families to stay together and to increase their parenting knowledge and skills. It is also based upon a proven replication training model. The four primary activities for the project will include: 1) public awareness; 2) product development; 3) replication training and technical assistance; and 4) dissemination activities and awareness training. The project will work with 20 replication sites, located in nine states over the course of the project period. In year one the sites will be as follows: one site each in Massachusetts, Colorado, New Hampshire, and Hawaii, and two sites in North Carolina. The replication training provided at each site will involve three to five days of initial training for the administration of the program regarding the implementation of the model, follow-up monthly telephone support for the administrator responsible for the implementation of the model and the teaching and related staff working with the children in the project, two to five days of onsite training and technical assistance within three to four months of the initial training for the administration, teaching and related staff and a post day of consultation to the administrator on the continued implementation of the model.

Products: The project will develop journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCTTM manual. The manual will provide empirically supported strategies for intervening with young children with or at risk for developmental delays in their natural learning environments and for providing support for their families. It will also be written in a self-directed format for providers in other settings to use as a replication guide. Four annual awareness training workshops and presentations will be made at state, regional, and national conferences as well as on the site of early childhood programs.

Grant Number: H324R000039

VIISA Outreach: Outreach Services to Assist States to Replicate an Inservice Training Model for Professionals Working with Infants and Young Children Who Are Blind and Visually Impaired and Their Families

Project Director: Dennison, Elizabeth M.
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5593; *Fax:* 435-797-5580
E-mail: emorgan@cc.usu.edu
Website: http://www.skihi.org/VIISA.html

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will assist states in implementing an Inservice Training Model for personnel serving young children who are visually impaired and their families through the coordinated efforts of state lead agencies and a team of state instructors trained to teach two courses: "Infants & Toddlers," and "Preschoolers in Center-Base."

Method: A national instructor mentors personnel through their first course series. The project helps provide materials for instructors and course participants. Both courses use a format that includes onsite class time with homestudy assignments, practica, and chat sessions. The project provides ongoing technical assistance to states and users. This project is based on the VIISA Project (1991-1994) and its two outreach periods (1994-2000). The objectives of this project include: 1) create awareness of needs of young children who are visually impaired and the resources and training available through VIISA; 2) coordinate all VIISA activities through state lead agencies and consumer groups via a task force; 3) enhance capacity of states to provide VIISA training through state training teams and by providing support through technical assistance; 4) provide training to personnel on use of effective practices and resources with young children who are visually impaired; 5) pilot use of mentors for course participants in one state a year, evaluate its effectiveness, and then disseminate results; 6) develop and disseminate resources and training materials for instructors and service providers; and 7) evaluate effectiveness of training and materials with states, instructors, interventionists and families, then make needed changes as appropriate.

Products: The project will assist three new states in putting the inservice model into place; assist three states in incorporating the mentor piece into training; and provide technical assistance to 20 states. About 380 individuals will receive training each year, impacting the lives of 1,320 children yearly. The project will update training materials and produce new resources.

Grant Number: H324R000053

Experiential Outreach for Early Childhood Educators Serving Hispanic Children with Disabilities, and Their Families: A Web-Supported System

Project Director: Stowitschek, Joseph J.; Rodriguez, Patricia
University of Washington
Experimental Education Unit Box 357925
Seattle, WA 98195-7925
Voice: 206-685-1807; *Fax:* 206-543-8480
E-mail: stowi@u.washington.edu; pbr@u.washington.edu
Website: http://depts.washington.edu/tqoweb/

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The project will conduct, refine, and extend a program of experiential-based outreach and staff renewal, focusing on young children with disabilities of rural, low-income, Hispanic and Native American families.

Method: Elements of a total quality education approach, enhanced by rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving, will be applied to empower early educators to conduct outreach within their own centers and beyond. Participants will be brought in from rural Head Start and Migrant Head Start program activities through three phases of outreach: 1) initiate a process of program self-analysis and renewal; 2) sustain the process by assimilating selected exemplary practices into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. A particular extension focus will be on enhancing familial/cultural home support practices for parents of children with disabilities.

Products: Four outreach initiation sites will be served from rural Migrant Head Start and Head Start centers in the first year. Outreach services will be extended to four to six additional centers or classrooms in each of the two succeeding project years. Telecommunications-based follow-up and support through the project's website will be deepened using the Outreach Solutions Link, a problem-solving protocol that links participants from all sites with each other and with consulting exemplary practices specialists as a pooled practitioner resource.

Grant Number: H324R000087

Deaf Mentor National Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

Project Director: Pittman, Paula
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5589; *Fax:* 435-797-5580
E-mail: ppittman@cc.usu.edu
Website: http://www.skihi.org/DeafMent.html

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will assist agencies across the United States in the implementation of bilingual-bicultural programs for young deaf children, age zero to five, and their families, focusing on the use and learning of two languages, American Sign Language and English, and two cultures, Deaf and Hearing culture. The project will equip Deaf adults and hearing early intervention personnel to effectively provide this program option for children and families.

Method: The project is based on the replication of the results of the Deaf Mentor Experimental Project (1993-1995) designed to develop and evaluate the effectiveness of an unprecedented approach to programming for young children who are deaf and their families. This project is also a continuation of the Deaf Mentor Outreach Project (1997-2000). The following objectives will be achieved through this project: 1) create awareness of services, and select Deaf Mentor replication sites; 2) build states' capacity to develop individualized implementation of Deaf Mentor services by collaboratively assessing needs, developing commitment or resources, and developing and carrying out plans for implementation; 3) coordinate awareness, planning, implementation, and technical assistance activities with the lead agency for Part C of the IDEA, the state educational agency for special education, and agencies serving individuals who are Deaf; 4) provide training of Deaf Mentors and Parent Advisors and technical assistance to sites implementing Deaf Mentor Programs; 5) develop and disseminate resources, training, and awareness materials for parents and professionals; and 6) collect child and family progress data and satisfaction data from implementation sites.

Products: The primary outcomes of this project will be to provide outreach services to nine states, ensure that effective services are implemented, and provide state-of-the-art materials to Deaf Mentors/Early Intervention personnel and families.

Grant Number: H324R000096

SPARK: Skills Promoted through Arts, Reading, and Knowledge

Project Director: Fowler, Susan A.
University of Illinois - Urbana/Champaign
Early Childhood Programs
1310 S. 6th St.
Champaign, IL 61820
Voice: 217-333-0960; *Fax:* 217-333-5847
E-mail: s-fowler@uiuc.edu
Website: http://www.ed.uiuc.edu/sped/SPARK/

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The SPARK model will address the needs of an increasingly culturally diverse population by providing a model that is designed to provide teachers of young children with: 1) a story-based creative arts curriculum, derived from a variety of cultural and ethnic traditions; 2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; 3) a system of inservice training and ongoing support to enhance the implementation of the model; and 4) materials to enable families to participate in their child's education.

Method: The SPARK model is focused around weekly curriculum units. Each unit includes a story that is read daily and 12-15 activities (three per day) which emphasize concepts drawn from the story. The curriculum, designed to promote child engagement while embedding individualized education program and developmental goals through story time and activities, also promotes emergent literacy skills and awareness of diverse cultures, traditions, and practices. The outreach design consists of six major components: 1) awareness and site selection; 2) planning of the individual site plan; 3) inservice training; 4) technical assistance; 5) evaluation; and 6) dissemination of information. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) are currently replicating the model, and inquiries about the possibility of becoming an outreach site have been received from programs in three additional states (New York, Oregon, and Wisconsin) and from additional sites within the six replication sites.

Products: Over the three years of the project, over 5,000 children and their families will be affected by the SPARK model. The model will continue to be replicated in a variety of settings such as: public early childhood special education (ECSE) programs, private day care settings that include children with disabilities, Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities.

Grant Number: H324R000097

AHEAD (At Home and At Day Care) Outreach

Project Director: Rowan, Lori
Utah State University
SKI-HI Institute
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5588; *Fax:* 435-797-5580
E-mail: lorir@coe.usu.edu
Website: http://www.skihi.org/AHEAD.html

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This outreach project, AHEAD (At Home and At Daycare), will provide a "train the trainer" model to equip states and early intervention agencies with trainers who will provide high-quality training to early interventionists in delivering effective family-centered practices and natural environment services.

Method: The project will build the capacity of states to provide quality training that reflects current needs in applying family-centered practices and naturalistic intervention strategies, and it will establish partnerships to assure that program components have broad applicability. It will create an awareness of the services it provides through development and dissemination of brochures, teleconferences, and presentations.

Products: The project will provide outreach services to eight states. New training, activities, and products will be developed according to the needs of AHEAD trainers and interventionists. These will include new training packages in the areas of assessment of young children, provision of services in natural environments, writing Individualized Family Service Program goals, and transition. The project will also update existing training packages and use them to develop an advanced strand, videotapes on providing services in natural environments and a monograph on working with grandparents, and technical assistance to trainers through the use of technology.

Grant Number: H324R000098

Promoting Learning through Active Interaction: A Distance Education Inservice Model for Early Intervention Service Providers

Project Director: Chen, Deborah; Klein, M. Diane
California State University - Northridge
Dept. of Special Education
18111 Nordhoff St.
Northridge, CA 91330-8265
Voice: 818-677-4604; *Fax:* 818-677-7804
E-mail: deborah.chen@csun.edu; dklein@calstatela.edu
Website: http://www.csun.edu/~hfedu009/innovations/html/plai.html

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Department of Special Education at California State University-Northridge, in collaboration with the Division of Special Education at California State University-Los Angeles, the California Early Intervention Technical Assistance Network, other state agencies, and early intervention programs, has developed an innovative inservice training model for service providers working with infants who have multiple disabilities and their families. This outreach will build on the intervention strategies developed and validated in Project PLAI (Promoting Learning through Active Interaction). PLAI Outreach will include service providers working with families and their infants who have severe developmental delays, in addition to other significant disabilities.

Method: There is a statewide lack of personnel trained to work with this most challenging group of infants. By using distance education methods to train service providers to support caregiver interactions and to meet the infants' intensive intervention needs within daily activities, the project will address both the need to train personnel and the complexities of serving families of diverse cultural backgrounds in urban and rural regions of California. To accomplish this goal, the project will focus on the following objectives: 1) develop, implement, and evaluate a flexible and interdisciplinary inservice training model and materials involving a variety of distance education methods to increase the skills of service providers; 2) develop, implement, and evaluate a Mentor Network of experienced service providers who will provide collegial support through mentoring, coaching, and on-the-job follow up to less-experienced service providers; 3) increase the numbers of service providers who are trained to address the early social and communication needs of infants who have multiple disabilities and to work effectively with families and other caregivers of diverse cultural and linguistic backgrounds; and 4) evaluate the expanded PLAI model in rural and urban areas throughout California with early intervention personnel who have diverse disciplines and various level of training. The inservice model will include distance delivery methods, regional and onsite meetings, and mentorship and collegial support. The effectiveness of the inservice training and mentor network models will be evaluated through the qualitative measure of participant satisfaction and through quantitative measures involving changes in the skills of early interventionists.

Products: The project will result in 1) the validation of a distance delivery inservice model; 2) a website and other instructional resources and materials for training service providers; 3) an increase in qualified service providers and local capacity; and 4) improved early intervention services to infants with multiple disabilities and their families. Products will include a programmed website archive of the interdisciplinary course content, learning activities, and mentor network provided through a variety of distance delivery methods and a CD-ROM with sample cases.

Grant Number: H324R010002

Experiential Outreach for Early Head Start Programs Serving Latino Infants and Toddlers Who Are At-Risk for Developmental Delay: A Web-Supported System

Project Director: Stowitschek, Joseph J.; Rodriguez, Patricia
University of Washington
Box 357925
Seattle, WA 98195-7925
Voice: 206-685-1807; *Fax:* 206-543-8480
E-mail: stowi@u.washington.edu; pbr@u.washington.edu
Website: http://depts.washington.edu/tqoweb/

Beginning Date: 7/01/01
Ending Date: 6/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The project will adapt a successful experiential outreach approach called Total Quality Outreach (TQO) to focus on a particularly needful segment of society—rural, Latino, and Native American families of very young children who are at substantial risk for developmental delay and associated disabilities.

Method: The project will blend key TQO elements (rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving) with knowledge gained about 0-3 best practices from the Yakima Valley Early Head Start Research Project, empowering primarily Early Head Start (EHS) staff and families to enhance key developmental outcomes and to adopt experiential outreach as a local professional development tool. The project will bring participants from rural Early Head Start and Migrant Head Start programs through three phases of outreach in which they: 1) initiate a process of program self-appraisal and renewal; 2) sustain the process by assimilating selected exemplary and recommended practices for infants and toddlers into their own program activities; and 3) extend the process to colleagues as on-site outreach resources.

Particular extension foci will be on enhancing center- and home-based familial/cultural language nurturing practices, increasing fathers' involvement, and promoting early roots of literacy development. Emerging findings from 17 Early Head Start Research Project sites and recent literature will be combined with cogent literature to yield an evidence-based self-appraisal process. Over the three-year period, triads will be formed from 35 direct and 40 Early Head Start and 0-3 child development program personnel in four states from both home-based (e.g., home educators, case managers) and center-based (e.g., lead teachers, para-educators) program models, as well as disability and family coordinators. Focus children will include infants and toddlers with individualized family service plans (IFSPs) and a subset of those determined to be at substantial risk for developmental delays.

Products: Outcomes of this project will include: 1) a self-appraisal process to help operationalize key disability guidelines of the Head Start Performance Standards; 2) enhanced implementation and sustained use of exemplary practices; 3) EHS programs' incorporation of experiential outreach elements into ongoing inservice training; and 4) measured enhancements to children's key developmental outcomes.

Grant Number: H324R010014

The Responsive Teaching Outreach Project: An Interdisciplinary Model for Training and Supporting Professionals to Implement Parent-Mediated Developmental Intervention

Project Director: Espe-Sherwindt, Marilyn; Mahoney, Gerald
Children's Hospital Medical Center of Akron
Family Child Learning Center
One Perkins Square
Akron, OH 44308
Voice: 330-633-2055; *Fax:* 330-633-2658
E-mail: gjm14@po.cwru.edu
Website: http://www.responsiveteaching.org/

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Responsive Teaching Outreach Model will train early intervention service providers from two states and disseminate information and materials nationally related to the Responsive Teaching intervention model. Responsive Teaching enriches children's natural environments by helping parents use responsive teaching strategies to enhance children's use of pivotal learning behaviors during daily, routine activities, enhance children's developmental functioning, and help children acquire the pivotal learning skills that are the foundations for early development and later school success.

Method: This outreach model consists of seven components designed to help professionals learn the foundations and strategies for Responsive Teaching and implement the intervention model as a cornerstone of their services to children and families. The project will provide professionals the foundations and skills needed to develop and evaluate intervention plans, work collaboratively with parents and family members to implement the Responsive Teaching Outreach Model, and address problems encountered. It will also promote administrative policies and procedures that will ensure continued use of responsive teaching after the completion of training. Outreach participants will receive 15 days of training. This training will include: 1) an Awareness Workshop; 2) a two-day Introductory workshop on the rationale, strategies, and procedures of Responsive Teaching; 3) a seven-day intensive workshop at the Family Child Learning Center involving lecture, discussion and supervised practice of the Responsive Teaching intervention model; 4) four half-days of on-site supervision; and 5) three on-site, one-day workshops on clinical problem solving. Project staff will also spend two half-days with administrators to develop program policies and procedures that support the use of this model.

Products: The project includes several mechanisms for supporting the implementation of the Responsive Teaching intervention model and creating a network of professionals and parents who are using this model. These mechanisms include a website, a quarterly newsletter, and ongoing technical assistance. In three years, the project will train 200 staff from 18 early intervention (Part C) programs, including nine from South Carolina and nine from Ohio. One-day Awareness Workshops will be offered for all early intervention personnel in Ohio and South Carolina as well as four other states to be determined.

Grant Number: H324R010016

Parent Leadership Development Outreach Project

Project Director: Buysse, Virginia; Wesley, Pat
University of North Carolina - Chapel Hill
CB#8180, UNC-CH
Chapel Hill, NC 27599-4100
Voice: 919-966-7171; *Fax:* 919-966-7532
E-mail: virginia_buysse@unc.edu
Website: http://www.fpg.unc.edu/~pld

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project builds on a successful model demonstration project and a small but growing body of research that documents the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. This project will use a train-the-trainer model that will involve recruiting seven graduates of the parent leaders to leadership opportunities in institutions of higher learning preparing early intervention and family support services.

Method: Key features of the outreach project include: 1) a series of leadership retreats for parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; 2) individualized follow-up activities with parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; and 3) linking parent graduates to leadership opportunities and providing training to professionals about effective methods for involving parents as leaders in early intervention.

Products: The project will evaluate and disseminate a train-the-trainer parent leadership development model and an array of video and print materials for widespread use in early intervention.

Grant Number: H324R010022

Project SUNRISE Outreach: Systematic Use of Newly Researched Interventions by Special Educators

Project Director: Raab, Melinda; Dunst, Carl J.
Orelena Hawks Puckett Institute
18A Regent Park Blvd.
Asheville, NC 28806-3727
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: raab@puckett.org; dunst@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Project SUNRISE Outreach will provide training to promote the adoption of quality practices in classroom settings serving infants, toddlers, and preschool children with disabilities, including community child care settings that are the natural environments of young children and families. The classroom practices are ones known to promote the optimal functioning of young children and their families.

Method: The model focuses on the influence of classroom and instructional practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based, functional, and responsive to child initiations toward their environment. Training will focus on seven components of the classroom ecology: 1) Program Foundation and Philosophy, 2) Management and Training, 3) Environmental Organization, 4) Staffing Patterns, 5) Instructional Context, 6) Instructional Techniques, and 7) Program Evaluation.

Products: Outreach activities will be individualized and highly responsive to adult learners, and will include on-site replication and follow-up training, awareness, dissemination, and coordination with staff level personnel.

Grant Number: H324R010036

Project DATA Outreach Training

Project Director: Schwartz, Ilene
University of Washington
Box 357925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-616-8177
E-mail: ilene@u.washington.edu
Website: http://depts.washington.edu/dataproj

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This outreach training will help district personnel implement and evaluate school-based programs for young children with autism based on Project DATA at the University of Washington (UW).

Method: The project blends the strengths of different disciplines (i.e., early childhood special education, early childhood education, and applied behavior analysis) to create a comprehensive school program for young children with autism that is effective for children and families and responsive to the needs of consumers (e.g., families and school district personnel). The project has several important features. First, it will provide school district teams with training at UW and follow up at their site and via interactive video conferencing. Second, the project will develop a number of training materials, including instructional programs and staff training materials that will be available over the Internet. Finally, the project will work with New Horizons for Learning to sponsor an Internet discussion about intervention issues for young children with autism.

Products: The outreach and training project is designed to meet the urgent need in Washington State and the WAMI (Washington, Alaska, Montana, Idaho) region for high-quality training in a proven model for school-based services for young children with autism.

Grant Number: H324R010045

Project SEARCH

Project Director: Raab, Melinda; Dunst, Carl J.
Orelena Hawks Puckett Institute
18A Regent Park Blvd.
Asheville, NC 28806-3727
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: raab@puckett.org; dunst@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Project SEARCH Outreach will promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth-8 years of age, who are very young developmentally.

Method: The intervention and evaluation model emphasizes: active learning games as a basis for promoting child competence; natural environments as the contexts for developing and implementing competency-enhancing interventions; parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions; and the documentation of extended benefits as the indicators of intervention outcomes. The model includes: 1) procedures for identifying child strengths and selecting target behaviors, 2) procedures for developing and implementing active learning games that will provide the child with learning opportunities in natural environments, and 3) procedures for assessing and documenting the extended benefits of learning games on child and caregiving behavior. Outreach methods will be highly responsive, individualized, and considerate of the unique needs of adult learners, and will include on-site replication and follow-up training, awareness activities, dissemination, and coordination with state-level personnel.

Grant Number: H324R010046

LEAP Outreach

Project Director: Strain, Phillip S.
University of Colorado - Denver
Campus Box 193, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-3353; *Fax:* 303-556-3911
E-mail: phil_strain@ceo.cudenver.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Learning Experiences: An Alternative Program (LEAP) Outreach will provide training to early intervention staff in 18 replication sites in Colorado, Montana, and Oregon. The primary goal of the training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum effectiveness and confidence as they and their children are integrated fully into their respective communities. A second goal is to build supporting mechanisms and policies at the state level to ensure long-term support for the replication sites.

Method: The project will accomplish this goal by facilitating state-wide planning and conducting awareness activities specific to best practices for young children with autism and their families. The content of this outreach training is based upon intervention procedures that have been empirically validated at the LEAP project over the last 20 years, including 12 years of outreach work. LEAP preschool is a joint effort between the University of Colorado at Denver and the Douglas County School District, Parker, Colorado.

Products: This outreach project offers the following national-level contributions to knowledge and practice: 1) dissemination and replication of a service delivery model with unambiguous effectiveness data for typical children and children with autism and their families; 2) dissemination and replication of a service delivery model that will impact directly on the lives of as many as 1,200 children and families over a 36-month period; 3) dissemination and replication of an inclusive service delivery model for children with autism; and 4) dissemination and replication of an outreach model that is maximally efficient vis-a-vis personnel resources and compatible with developmentally appropriate services.

Grant Number: H324R010071

Increasing the Use of Family-Centered Practices in Early Intervention through Participatory Program Evaluation, Training, and Technical Assistance

Project Director: Brookfield, Jeffri
University of Illinois - Chicago
College of Education, Child & Family Dev. Center
1640 W. Roosevelt Rd. (MC 628), Room 336
Chicago, IL 60612
Voice: 312-413-1413; *Fax:* 312-413-1993
E-mail: jeffrib@uic.edu

Beginning Date: 1/01/02
Ending Date: 12/31/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will develop, implement, and evaluate an outreach program that begins with the assessment of the current status of family-centered practices using a participatory or empowerment evaluation approach.

Method: In the empowerment evaluation approach used by this project, practitioners, administrators, and families in early intervention and preschool programs, with the assistance of a program evaluator, design and implement an assessment of program practices. Results of the assessment are then used by the programs to identify specific practices that need to be eliminated, modified, added, or increased. Individualized training in family-centered philosophy and practices, specific to the assessment profiles of individual programs, will be provided by the outreach project. The project will also provide technical assistance to programs in identifying and modifying administrative and procedural barriers to family-centered practice.

Products: The project will build local capacity in two ways: first, the participatory/empowerment evaluation process provides guidance, training, and experience to practitioners, administrators, and families of participating programs in program evaluation methods, which can help in the acquisition of evaluation skills that individuals can use in other situations; and second, the outreach activities will be implemented across one-third of the programs in the state each year. This not only provides a research design for evaluation purposes, it allows individuals who have been through the process to participate as trainers/facilitators during the second and third years of the project. Additionally, the project will produce several instruments as well as a procedural manual and training manuals. The instruments include a survey for families concerning family-centered practices and observation instruments for identifying specific family-centered practices during the development of the Individualized Family Service Plan.

Grant Number: H324R020030

SELF Outreach: Supports for Early Learning Foundations

Project Director: Howell, Richard; Harrison, Holly
University of New Mexico
1634 University Blvd. NE
Albuquerque, NM 87131-4006
Voice: 505-277-6006; *Fax:* 505-277-8975
E-mail: rhowell@unm.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Self-regulation has become recognized as one of the most critical factors in understanding the course of a young child's development and its impact on daily care routines and behavior. The model on which this project is based, the SELF Model of Regulation, is a comprehensive, exemplary practice of assessment and

intervention that incorporates a clinical reasoning process while addressing the complex nature of self-regulation. This project will continue the implementation of the SELF outreach activities and will provide additional empirical data as it aspires to become a "proven model." The Extended University of the University of New Mexico will provide training and technical assistance in the SELF Assessment-Intervention Process through a distance education outreach project.

Method: The SELF Outreach Project will offer accessible and innovative training and technical assistance to Region VI Head Start Trainers and Part C Training and Technical Assistance Teams in five partner states, focusing on personnel and family members in largely rural areas. Project staff will provide specific training and technical assistance by introducing the model of self-regulation and its application in a three-step assessment-intervention process. The theoretical framework of the SELF process is based on information from multiple disciplines, including education, psychology, occupational therapy, speech/language pathology, and medicine. The outreach project will offer four delivery strategy options: 1) self-contained training package (manual, CD ROM and Trainer's Guide with Audio Conferencing); 2) information on an interactive assessment website; 3) online workshops and courses, and 4) in-person demonstration, technical assistance, and follow-up training.

Products: More than 100 training and technical assistance personnel will receive direct training in the SELF Process. These individuals will in turn provide training to more than 1,000 early childhood personnel, thus impacting the lives of at least 10,000 young children and their families. The outreach components will be nationally disseminated, providing many more early childhood professionals and families from across the country the opportunity to receive information, training, and technical assistance.

Grant Number: H324R020041

The Infant Behavioral Assessment and Intervention Program Outreach Project: Supporting the Neurobehavioral Organization and Development of Infants with Disabilities

Project Director: Hedlund, Rodd
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: rhedlund@wri-edu.org

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Washington Research Institute will replicate and disseminate a validated, proven intervention model specifically designed to support the neurobehavioral organization and development of the growing number of infants (newborn to eight months in developmental age) who are born with very low/extremely low birth weight or disabilities and to support their families.

Method: The model draws from the theory and research on early infant neurobehavioral organization and development as well as individualized, relationship-based, child-responsive intervention approaches. The intervention model will be used to train home-, center-, and community-based early intervention professionals, paraprofessionals, and parents in supporting the neurobehavioral organization and development of these infants. The project will improve educational services to infants born with very low/extremely low birth weight or disabilities and their families by helping 13 new outreach sites to adopt and replicate the model through instruction in two levels of training. These include: 1) Level I Training: training in the administration and implementation of the "Infant Behavioral Assessment," the "Neurobehavioral Curriculum," and "Holding Parents Holding Their

Baby"; and 2) Level II Training: training staff-parent trainers to promote the replication of the core constructs of this model beyond the outreach period.

Products: The outcome of this project will be the dissemination and replication of a comprehensive neurobehavioral assessment and intervention program that supports the neurophysiological integrity of infants born with very low/extremely low birth weight or disabilities. Parents will benefit from the facilitation and support offered by the training, thus assuring mutually satisfying parent-infant interactions and confidence in their ability to support the neurobehavioral and developmental needs of their infant. Early intervention professionals and paraprofessionals will benefit by learning to provide appropriate neurobehavioral facilitation to these fragile infants during an assessment, intervention, or care-giving session.

Grant Number: H324R020050

Making the Right to Communicate a Reality for Young Children with Severe or Multiple Disabilities

Project Director: Rowland, Charity; Schweigert, Philip
Oregon Health & Science University
OHSU/OIDD - Center on Self-Determination
3608 S.E. Powell Blvd.
Portland, OR 97202
Voice: 503-232-9154; *Fax:* 503-232-6423
E-mail: rowlandc@ohsu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will address the needs of the children and youth, ages 3-21, with severe or multiple disabilities (including low-incidence disabilities) who are not able to use speech, manual signs, or high-tech communication devices.

Method: The project will be an extension of other federally funded outreach projects that have targeted communication intervention and alternative forms of communication in the early childhood population in parts of the western, midwestern, and eastern U.S. This project will extend the other projects in three ways: 1) the project staff will be able to respond to requests from audiences who are involved with children of all ages because these strategies are applicable across the life span and many individuals who have not been exposed to appropriate communication intervention at an early age are able to learn to communicate effectively once an appropriate system is targeted; 2) the geographic area to be served will be expanded to include the entire United States; and 3) the project will develop an online course so that the communication intervention training will become widely and permanently available beyond federal funding.

Products: The online course will constitute a new training mechanism that will make distance education available. The course will disseminate effective alternative communication intervention strategies to professionals, parents, and speech-language pathologists across the United States in a manner that will promote long-term impact.

Grant Number: H324R020064

National Parent Leadership Development Project for ICCs

Project Director: Robison, Richard J.
Federation for Children with Special Needs
1135 Tremont Street, Suite 420
Boston, MA 02120-2140
Voice: 617-236-7210; *Fax:* 617-572-2094
E-mail: rrobison@fcsn.org

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The National Parent Leadership Development Project for Interagency Coordinating Councils (ICCs) will develop a diverse group of ICC parent leaders who will possess the skills necessary to positively impact the Early Intervention program (IDEA, Part C) and its delivery of services to children birth to three in their states by serving effectively on statewide coordinating councils and their committees or subcommittees.

Method: The Federation for Children with Special Needs has developed a leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas: the notion of a personal leadership style and how it applies to a constituent representative; strategies for understanding complex organizational systems and how to function within them; and using a family's personal experiences to amplify policy issues. Addressing the urgent need for skilled parent leaders who are actively engaged in collaborative policy in such positions, the project will address four key activities: 1) provide training to parents for effective participation in state ICC activities through annual ICC parent leadership institutes in five states (15 states over three years); 2) ensure and support the replication of the leadership development training and implementation of the state teams' action plans through follow-up technical assistance; 3) establish collaborative relationships with states and other entities to gain support of and participation in leadership institutes and in project leadership replication activities; and 4) facilitate networking and linkages among ICC parents nationally, including those from diverse and traditionally underserved populations, through technology and other supports.

Products: The following outcomes will be achieved: 1) state ICCs will be better able to meet the parent training needs and will be better able to recruit and retain parent leaders from the field; 2) there will be a stronger and more diverse parent voice that will have an effective impact on policy development related to services for young children and their families; 3) there will be an increase in parent participation in leadership roles in other educational and service settings; and 4) a network of trained parent leaders will be available to assist each other and other parents dealing with leadership issues.

Grant Number: H324R020077

CMI-Outreach Project

Project Director: McWilliam, Phyllis J.
University of North Carolina - Chapel Hill
CB#8180
Chapel Hill, NC 27599-8180
Voice: 919-966-5098; *Fax:* 919-966-7532
E-mail: pj_mcwilliam@unc.edu
Website: http://www.fpg.unc.edu/~cmi/

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The CMI-Outreach Project will increase awareness of the Case Method of Instruction (CMI) and facilitate its use in early intervention preservice and inservice personnel preparation.

Method: A major focus of project activities will be the direct training of preservice and inservice instructors in the use of CMI. An intensive three-day training program will be offered to instructors in six states in the U.S. Innovative features of this training include: 1) all instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training; 2) the curriculum will take participants through a progression of training activities to ensure adequate skills for conducting CMI after training (awareness, knowledge, skill development through modeling, and practice with feedback); 3) all training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars); 4) a follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method; 5) all participants will agree to assist in conducting at least one training event in their own state in which they share their knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach); 6) a state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow-through with their plans to use CMI and to train others in the method.

Products: In addition to providing direct training for instructors in targeted states, the project will also engage in activities aimed at national dissemination of the information about CMI and resources to support instructors using the method. These efforts will include a website that provides public access to case materials, a Web-based "bulletin board" for the exchange of information and ideas among instructors, and a series of on-line discussions with CMI experts. The project will also undertake the task of writing case stories and related training materials that are specifically designed for the use of training of allied health professionals, as this is an area of needed resources. Finally, the project will write, field test, and distribute a guidebook on case writing in order to encourage and enable instructors to write their own case stories.

Grant Number: H324R020085

The Mastery Outreach Project: To Improve Outcomes for Children Ages Two to Eight with Significant Disruptive Behaviors and Their Families

Project Director: Woodruff, Geneva
Concord Family and Youth Services, Inc.
25 Monmouth Ct.
Brookline, MA 02446
Voice: 617-232-0600; *Fax:* 617-735-1888
E-mail: Genevawoodruff@compuserve.com

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Mastery Project will improve services and achieve optimal developmental outcomes for children ages two to eight in early intervention and special education programs who have significant disruptive behaviors and are at risk for serious emotional disturbances and developmental delays.

Method: The model upon which the project rests is the Family-Centered Mastery Intervention Model (FCMIM). The model is based upon empirically supported methods of intervention that have been shown to reduce disruptive behaviors in young children, allow them to participate and succeed in regular classrooms, and prevent them from requiring segregated special education placements and related mental health services. The Mastery Project will provide training and support to early intervention, early childhood special education, Head Start, and elementary school special and regular education administrative, teaching, and related personnel to: 1) work effectively with children with disruptive behaviors in their natural learning environments (home and mainstream classrooms and program environments) and 2) work with the children's families individually and in parent

behavior management training sessions on ways to effectively manage their children's behavior and to promote their social, emotional, and cognitive growth and development. The four primary activities for the project include: collaborative planning, product development, replication training and technical assistance, and dissemination activities and awareness training.

Products: Products will include journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCMIM manual. The manual will provide empirically supported strategies for intervening with young children with serious disruptive behaviors in their natural learning environments and for their families. In addition, four awareness training workshops and presentations will be made at state, regional, and national conferences. Information about the project will also be disseminated through print, national electronic networks, and the project's listserv. In the third year of the project, an Institute on Serving Children with Serious Disruptive Behavior and Their Families will be conducted and offered to 100 training participants. During the three years of the project, over 255 early intervention and early childhood administrators, staff, and families located in 17 programs in at least four states will receive replication training and technical assistance. In addition, another 1,000 individuals will be reached through the project's products, public awareness, conference presentations, and dissemination activities.

Grant Number: H324R020086

Project SKI*HI Outreach: Early Intervention for Infants and Young Children Who Are Deaf or Hard of Hearing and Their Families

Project Director: Pittman, Paula
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5589; *Fax:* 435-797-5580
E-mail: ppittman@cc.usu.edu

Beginning Date: 10/01/02
Ending Date: 12/31/05

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will assist agencies in implementing a proven early intervention program (the SKI*HI model) to address the critical needs of infants, toddlers, and preschool-age children who are deaf or hard of hearing and their families, through training and resources that feature the most current and essential information available in the field of early childhood deaf education.

Method: Project activities will include: 1) promote awareness of services; 2) identify and select SKI*HI replication sites and SKI*HI recertification sites; 3) assist new agencies in implementation of the proven SKI*HI early intervention program model through effective training procedures; 3) assist existing SKI*HI sites in recertifying and updating their current early intervention staff on new materials and information in the field; 4) offer technical assistance and follow up to implementing sites; 5) develop and disseminate high quality resource, training, and awareness products; 6) designate and train six regional coordinators to organize training activities and assist with development of training materials; 7) coordinate with national and local dissemination and service agencies; and 8) evaluate the effectiveness and impact of project strategies and services.

Products: The outcomes and products of this project include: 1) outreach services to six new implementing agencies/states to establish SKI*HI services; 2) recertification training on new program components in the SKI*HI Resource manual to existing SKI*HI trained early interventionists in 40 states; and 3) new training materials developed to coincide with new resource materials.

84.324T
Model Demonstration Projects for Children with Disabilities

Grant Number: H324T990006

Enhanced Child Find through Newborn Hearing Screening

Project Director: Bruder, Mary Beth
University of Connecticut
Health Center
School of Medicine Dept. of Pediatrics, 263 Farmington Ave., MC 6222
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nso1.uchc.edu
Website: http://www.uconnced.org/nhs/nhshome.htm

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screen and are referred for further evaluation and early intervention, if eligible.

Method: In addition to developing materials to be disseminated to parents and professional health care personnel, the project will develop a parent-to-parent model of support for families as they move from screening to evaluation and early intervention. The project will initially be developed at the University of Connecticut Health Center's hospital and expanded to seven other birthing hospitals in the North Central Region of Connecticut.

Products: To assist in replicating the model, the project will produce and disseminate informational, educational, and support materials such as booklets, videotapes, and an Internet website for parents and professionals. The materials will be a prenatal resource for all parents in preparation for newborn hearing screening. The materials will help guide families if they require further evaluation or early intervention.

Grant Number: H324T990015

Early Connections

Project Director: Nelson, Debra
University of New Hampshire
Institute on Disability
7 Leavitt Lane, Suite 101
Durham, NH 03824
Voice: 603-862-0560; *Fax:* 603-862-0555
E-mail: djnelson@hopper.unh.edu

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Early Connections Project synthesizes a variety of approaches for state and local child find to address the issue of early identification for young children and their families. It is a collaborative project of key state agencies, a state university, a medical school, and local providers and families. The project will work with six New Hampshire communities to promote statewide hearing and vision screening, family participation in a screening system, and linkages among practitioners and agencies concerned with early identification.

Method: The project will establish and support a state-level policy and practices review committee and advisory committee to promote a comprehensive, collaborative, value-based, child find system across state and other agencies concerned with young children and their families. It will establish and support community demonstration teams in six New Hampshire communities to promote child find policies and practices at a local level. It will conduct evaluation of all project processes and materials and work with communities and constituents to design and implement a plan to infuse successful processes and strategies in communities throughout the state.

Products: The project will disseminate information, strategies, resources, and materials in a variety of user-friendly formats to wide audiences throughout the state and nationally. Through its efforts, the project expects an increase in the number and percent of eligible infants and toddlers and their families to be identified and served under Part C of IDEA, an increase in the number of young children who participate in hearing and vision screening in the target communities, and an increase in the number of families participating in parent-completed screening and monitoring of their young children. The project also expects an increase in the adoption of exemplary child find policies and practices at the state and local levels.

Grant Number: H324T990023

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas

Project Director: Maloney, Ted; Killoran, John; Spiegle-Stinger, Jan
University of Montana
Rural Institute on Disabilities
52 Corbin Hall
Missoula, MT 59812
Voice: 406-243-2897; *Fax:* 406-243-2349
E-mail: tmaloney@selway.umt.edu; killoj@wou.edu
Website: http://ruralinstitute.umt.edu/dccpchildfind/dccp1.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Rural Institute at the University of Montana and the Teaching Research Division at Western Oregon University will develop a model for individualizing local child find programs in rural areas. The model will ensure the comprehensiveness of local Part C IDEA child find and public awareness activities in rural areas in order to identify and refer infants and toddlers who are at risk or have developmental delays.

Method: The model will be family-centered in order to promote easy and multiple access to public awareness information and child find activities for families. It will be focused on finding infants and toddlers as early as possible, and it will be individualized to meet the unique characteristics of rural communities and areas. The project will start where each community/area is in implementing public awareness and child find activities, and advance from there. It will be diversified in the inclusion of local partners necessary to create a comprehensive public awareness campaign designed to reach all population groups.

Products: The project will establish a resource center which will include public awareness and child find information programs and materials to support local activities. The model will be implemented, evaluated, revised, and replicated in Montana and Oregon Part C early intervention service agencies. These activities are devised to

build local capacity to continue the model after the demonstration phase. The utility and potential for dissemination in other states and programs will be strengthened by the model replication.

Grant Number: H324T990026

Interagency Collaboration for Child Find

Project Director: Robinson, Cordelia; Rosenberg, Steve
University of Colorado - Denver
HSC-JFK Partners
4200 East Ninth Ave., Campus Box C-221
Denver, CO 80262
Voice: 303-864-5261; *Fax:* 303-864-5270
E-mail: robinson.cordelia@tchden.org; steven.rosenberg@uchsc.edu
Website: http://www.jfkpartners.org/interagency.asp

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The goal of this program is to increase referrals to and coordination with Part C eligible children from the child welfare system. Project activities will focus on children, birth to 36 months, who have, or are at risk for, developmental disabilities and who are enrolled in child welfare services through foster care or child protection.

Method: The program will use information in CWEST (Colorado's Child Welfare Eligibility System) and the Colorado Part C Child Count to identify children who may be Part C eligible, who are not receiving Part C services and supports. Names of these children will be provided to county social service workers, who will contact families regarding possible eligibility. Screening will be done through social services to determine if referral to Child Find is warranted. Project staff will work with social services, Child Find/Part C, and the Colorado PEAK Parent Training and Information Center toward the objective of increasing referrals to Part C and coordination of services, supports, and funding sources.

Products: The project will result in increased referrals to Child Find and enrollment of target children in early intervention programs. A number of products will be developed, field-tested, and disseminated, including: 1) documentation of this approach to facilitating referrals; 2) a detailed syllabus which will combine both didactic and hands-on training techniques, print, slide, and video materials to be used in supporting the on-site technical assistance model; 3) detailed information illustrating the specific barriers encountered and the strategies for addressing them; and 4) dissemination of case studies illustrating the impact of procedures to increase enrollment and coordination of services and supports in inclusive environments. The project's technical assistance services will include workshops, consultation, on-site technical assistance, and the provision of screening tools.

Grant Number: H324T010022

Early Childhood Mental Health Project

Project Director: Epstein, Michael H.; Nelson, Ron
University of Nebraska
Special Education
202 Barkley Center
Lincoln, NE 68583-7320
Voice: 402-472-5472; *Fax:* 402-472-7697
E-mail: MEPSTEIN1@UNL.EDU; rnelson8@unl.edu
Website: http://www.unl.edu/ccs/early.html

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities. This project will implement and evaluate the effectiveness of a child care-based, family-focused interagency approach to meet the needs of young children at risk of mental health problems and their families. The project proposes a child care-based, family-focused interagency services approach that is particularly innovative in that effective collaboration will be a core component.

Method: This demonstration project represents a coordinated effort among the University of Nebraska, Lincoln Public Schools, and several child care settings in Lincoln. Effective collaboration will be implemented at the child care settings through service coordinators, interagency family planning teams, and unified service plans. In all instances, the focal point of the service efforts will be the inclusion of the family to help achieve successful school and life options for young children with emotional/behavioral disorders. Parallel to these services, the child care settings will place at-risk children in instructional groups where academic and language instruction is based on effective instructional practices. Additionally, when necessary, functional behavioral assessments will be conducted to determine the purpose of the young children's behavior. Data will be gathered in the areas of child status, family status, interagency collaboration, and case management.

Products: The outcomes of this early childhood mental health program will have a positive effect on the students and parents who will receive the services and the professional staff who implement the program. On the local level, this project will directly serve 100 young children and 100 families by providing strength-based assessment, unified service plans, individualized services, intensive service coordination, effective pre-reading and language instruction, functional assessments as well as parent involvement in decision making process and effective behavioral management strategies. On the state level, this program will serve as a model for other programs. On the national level, this program will benefit teachers, parents, and service providers and reach this audience through mailing lists, working papers, presentations, and research manuals.

Grant Number: H324T010044

Child Care Access

Project Director: Robinson, Cordelia
University of Colorado - Denver
Health Sciences Center
JFK Partners, 4200 E. 9th Ave., C221
Denver, CO 80262
Voice: 303-864-5261; *Fax:* 303-864-5270
E-mail: robinson.cordelia@tchden.org

Beginning Date: 1/01/02
Ending Date: 12/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will improve the quality and integration of the services and supports provided to currently underrepresented Part C-eligible children and families, through the coordination of health, mental health, and child care services and supports.

Method: Project activities will focus on children, birth to 36 months of age, who are dealing with stresses of poverty, substance abuse, violence, parents who are mentally ill, and/or complex medical concerns. Eligible children and/or parents will be identified through the Medicaid or CHIP enrollees in Colorado Access and Access Behavioral Care in Denver County, Colorado. The project will implement a transdisciplinary model of early intervention services and supports including a focus on meeting the individual's special health, mental health, and developmental needs in the context of both their child care and family settings. A unique feature of the project is the collaboration between the health and behavioral health plans to provide coordinated funding for a comprehensive service model which includes the provision of service coordination from within the health plan.

This project is a collaborative effort of service providers (Project ENRICH of JFK Partners, Project PEARL of Mental Health Corp of Denver), health plans (Colorado Access, Access Behavioral Care), primary care providers in the Special Needs Clinics at The Children's Hospital of Denver, the state Child Care Block Program, and Part C.

Products: Outcomes are identified at child, family, and system levels to include increases in children's functional, developmental, and social skills; increases in parent skill and confidence in supporting their children's development; and increased access on the part of both children and parents to coordinated health services, mental health services, and individualized services and supports in child care settings.

Grant Number: H324T010049

Keeping Everyone in Early Childhood Programs: Maintaining Inclusive Placements for Children with Challenging Behaviors

Project Director: Harper-Whalen, Susan
University of Montana
Rural Institute on Disabilities
634 Eddy Ave., MUARID
Missoula, MT 59812-6960
Voice: 406-243-4854; *Fax:* 406-243-4730
E-mail: whalensh@selway.umt.edu
Website: http://www.ccplus.org

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will develop, implement, and evaluate a model for providing high quality care and education to children with behavior disorders in community-based child care programs. The project offers a model for inclusion which incorporates three levels of support to child care providers: quality practices, core behavior strategies and beliefs, and special and individualized supports. It uses the existing child care infrastructure and builds on services currently in place in the community.

Method: There are eight key characteristics of the model: individually and developmentally appropriate practices, family-centered care, use of progressive and positive behavioral support specifically designed for child care programs, coordinated delivery of existing services and resources, model development and demonstration in community-based child care programs, extensive training and on-site technical assistance, and a demonstration site for training and dissemination. The project will develop and implement the model in seven community-base child care programs including two family child care homes, two group child care homes, two child care centers, and one after-school program associated with a preschool special education program. The project will gather data to identify the range and types of behaviors presented by young children with challenging behaviors in child care settings, to meet the need for understanding the inclusion of children with challenging behaviors from the child care perspective. All model demonstration activities will be founded on family-centered practices, thus meeting the need for culturally respectful intervention that will support family choice and satisfaction with the child care placement and that will enhance positive outcomes for each child.

Products: A progressive behavior support curriculum will be developed that uses an individualized problem-solving approach to move from addressing quality issues as the foundation for inclusion to more specialized positive behavior supports, thus meeting the need to find the most effective natural supports possible for children with challenging behaviors. Collaborative practices will be cultivated to enhance provider skills as a member of the child's team and to heighten their involvement in seeking community support and making appropriate

referrals. The model demonstration processes and materials will be targeted for dissemination locally and nationally to provide ongoing support and technical assistance for child care providers.

Grant Number: H324T020023

All Kids Together: A Demonstration Model Supporting Inclusion of Children, Families, and Out-Of-Home Child Care Providers in Urban Neighborhoods

Project Director: Campbell, Philippa H.; Milbourne, Suzanne
Thomas Jefferson University
College of Health Professions
130 S. 9th St., Suite 220
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will demonstrate a model of inclusion for children with disabilities who attend child care in targeted urban, inner-city neighborhoods. The project will focus on children living in adverse home or community conditions and children in families dealing with poverty, substance abuse, or violence.

Method: The project is designed with five functions: 1) strengthen the infrastructure of inner-city child care programs by demonstrating a model of inclusion for children with significant disabilities, aged two to five years, who live in inner-city neighborhoods and attend child care in home-based or center-based programs; 2) determine the effects of the model through a multiple measure plan that will yield both quantitative and qualitative data; 3) replicate the model in a second neighborhood; 4) integrate intensive training for both preservice and existing early intervention personnel; and 5) produce materials for dissemination so that others may replicate the model. The model of inclusion includes four central components: 1) formation of a university-community cluster collaboration with multiple child care and early intervention agencies and with local universities that are involved in preparing future preschool special education (PSE) staff; 2) selection of a child care setting by the family based on their priorities and resources; 3) provision of services for children, families, and child care/early intervention providers using an interdisciplinary, integrated, consultative, and program-based approach; and 4) evaluation and field-testing of the model. The plan for evaluation includes quantitative and qualitative measures and will be used both for ongoing model development and for determining program quality from the perspective of a variety of groups including the children with disabilities. Developmental and outcome data will also be collected to examine a range of programmatic or ecological factors such as child characteristics, educational or instructional model, and program type.

Products: The model will be developed and tested in one neighborhood with a minimum of 35 children with significant disabilities and approximately 350 children who are typically developing in 10 community child care programs. The model will be replicated in a second neighborhood cluster with a minimum of 10 new community child care programs. The child care providers will receive technical assistance/training focused on improving quality child care practices as well as a small stipend to assist them in optimizing children's learning opportunities. Early intervention services will be provided in collaboration with the local early intervention Part C or Part B agency and through an intensive internship for university students of multiple disciplines from three different universities. Project staff will provide services to the target children with disabilities using a model of integrated services, technical assistance to the child care program in terms of improving quality practices, and training and mentoring of university internship students.

84.324V
Research and Training Center on Scientifically Based Practices for Successful Early Childhood Transition

Grant Number: H324V020003

National Early Childhood Transition Research and Training Center: Transition — Opening Doors to Success

Project Director: Rous, Beth; McCormick, Katherine; Hallam, Rena
University of Kentucky
Interdisciplinary Human Dev. Inst.
330 Mineral Industries Bldg.
Lexington, KY 40506-0051
Voice: 859-257-1714; *Fax:* 859-323-1901
E-mail: brous@uky.edu

Beginning Date: 1/01/03
Ending Date: 12/31/07

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The National Early Childhood Transition Research and Training Center (NECTRTC) will enhance the current research base related to successful practices in early childhood transition for children (ages birth through five) with disabilities and their families and will disseminate quality practices to the field.

Method: The NECTRTC team encompasses the University of Kentucky Interdisciplinary Human Development Institute in collaboration with faculty at the University of North Carolina at Chapel Hill, University of Wisconsin at Milwaukee, Oregon State University, and Louisiana State University Health Sciences Center. The NECTRTC will focus on: 1) identification of current research, models, policies, and strategies; 2) examination of child, family, program, and community factors that influence a child's transition to school and school readiness; 3) examination of state factors that influence a child's transition to school; and 4) identification and comparison of research-based and field-based practices. The research phase of NECTRTC activities will be completed using a quasi-experimental, longitudinal design with child, family, program, community, and state data being collected in five states: Kentucky, Vermont, Wisconsin, Louisiana, and Oregon. Embedded throughout the research initiatives are specific activities geared toward addressing issues related to children from culturally diverse backgrounds and those with significant disabilities.

Products: The primary outcomes of the Center include: a comprehensive, searchable Web-based database on early childhood transition; an empirically validated model of early childhood transition that addresses child, family, program, community, and state influences on school readiness; a national portrait of state and local policies, processes, and approaches in early childhood transition; and curriculum strategies and tools for families, local programs, and states outlining empirically validated transition practices.

84.324Z
Center for Evidence-Based Practice: Young Children with Challenging Behavior

Grant Number: H324Z010001

Center for Evidence-Based Practice: Young Children with Challenging Behavior

Project Director: Dunlap, Glen; Fox, Lise
University of South Florida
Louis de la Parte Florida Mental Hlth Ctr
4202 E. Fowler Ave. - FAO 126
Tampa, FL 33620-3899
Voice: 813-974-6111; *Fax:* 813-974-6115
E-mail: dunlap@fmhi.usf.edu
Website: http://ericps.crc.uiuc.edu/challenging/ OR http://www.jgcp.ku.edu/Grants/FlyECCB.htm

Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project will establish a Center for Evidence-Based Practice focused on the needs of young children with challenging behavior. The Center will be a national collaboration of researchers and organizations committed to the development, dissemination, and utilization of practical knowledge related to effective intervention and prevention of challenging behaviors in young children.

Method: The Center will raise the level of awareness and implementation of positive, evidence-based practices and build an enhanced and more accessible database supporting those practices. The project will engage in a comprehensive, multidisciplinary process for identifying evidence-based practices, prepare preservice and inservice personnel preparation materials and strategies, and develop a collaborative research agenda with input from consumers and families.

Products: The project will develop partnerships with national early childhood organizations and multidisciplinary and multicultural dissemination networks to ensure a widespread campaign of awareness and systems enhancement. Materials from the project will be used to improve personnel preparation in multiple disciplines at the preservice and inservice levels.

STUDIES AND EVALUATIONS

84.329E
National Early Intervention Longitudinal Study

Grant Number: H329E010001

National Early Intervention Longitudinal Study

Project Director: Hebbeler, Kathleen
SRI International
333 Ravenswood Ave.
Menlo Park, CA 94025
Voice: 530-758-7483; *Fax:* 530-753-0832
E-mail: kathleen.hebbeler@sri.com
Website: http://www.sri.com/neils/

Beginning Date: 1/01/01
Ending Date: 12/31/05

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: This project is a continuation of the National Early Intervention Longitudinal Study (NEILS), which addresses the questions of: who are the children and families receiving early intervention services?; what services are they receiving, what are their costs, and how are they delivered?; what outcomes are the children and families experiencing?; and how do outcomes relate to variations in child and family characteristics and the services provided? Central to the study is the conceptualization of disability and child and family outcomes.

Method: Two major types of data will be collected during the five years of the project. A family member of the sample child will be interviewed in the fall of the year that the child is of age to be eligible to begin kindergarten. In the spring of the child's kindergarten year, the child's teacher will be asked to complete a survey. The project will analyze and report longitudinal data and develop a plan for a new study.

Products: Descriptive, comparative, correlational, and explanatory analyses will be undertaken to look at different patterns of child development at 36 months and at kindergarten to assess the effects of socioeconomic, demographic, and health-related factors on development, and to isolate and explain the effects of early intervention on children and their families. The information acquired in NEILS will be studied in conjunction with an advisory board and a family task force to produce a comprehensive plan for the next national early intervention longitudinal study.

Contracts

Contract Number: ED99CO0091

Special Education Expenditure Project/Center for Special Education Finance

Project Director: Chambers, Jay G.; Parrish, Thomas B.
American Institutes for Research
1791 Arastradero Rd.
P.O. Box 1113
Palo Alto, CA 94302
Voice: 415-493-3550
E-mail: jchambers@air.org

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: This project will design and conduct two interrelated research and development endeavors: the Special Education Expenditure Project (SEEP) and the Center for Special Education Finance (CSEF). The SEEP will determine the total and per-pupil amounts spent on special education services throughout the U.S. More significantly, SEEP will collect data in such a way as to increase understanding of the overall pattern of allocation of education dollars to students with disabilities. While SEEP is very much data driven, the role of the CSEF is to recognize the policy context for this research. The CSEF will establish an ongoing center for a variety of activities focused on increased understanding of the relationship among federal, state, and local policies regarding the funding of special education programs.

Method: SEEP will focus on how federal, state, and local funds are blended with support from other social service enterprises to provide for the needs of students with disabilities as mandated under the Individuals with Disabilities Education Act (IDEA) of 1997. This study will explore the fiscal impact of specific changes in the IDEA-Part B legislation, including such elements as the new fiscal provisions pertaining to disincentives for placement in the least restrictive environment requirements, the increased flexibility for the provision of instructional services to students with disabilities in general education classrooms, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, increased emphasis on blending of funds in school-wide programs, and the establishment of new higher standards for all students. The project will also address the patterns of variation across different types of students by disability and in different kinds of institutional settings (e.g., public school districts, cooperatives designed to serve students with disabilities, and private schools). Finally, the study will explore the fiscal relationship between special and regular education programs. The study sample will include approximately 250 school districts and cooperatives along with approximately 1,000 schools serving students with disabilities. Within these schools, the project will collect information on a sample of approximately 12,000 individual children to capture the relationships among student needs, services provided, and expenditures. To collect uniform resource allocation information in areas where districts do not generally maintain thorough and uniform records, the SEEP will rely on an "ingredients" (Resource Cost Model or RCM) approach to collection of resource information. CSEF will support the design and conduct of the SEEP, and it will provide an outlet for the synthesis and dissemination of the findings of SEEP. At the same time, CSEF will promote a connection with the world of special education policy in order to enhance the understanding of the linkage between alternative funding models and the patterns of resource allocation.

Products: The SEEP database will be designed with both a descriptive and analytical capability in mind, and CSEF will provide relationships to the policy world that will enhance provision of valuable insights to special education policy constituencies.

Contract Number: ED00CO0026

The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)

Project Director: Schiller, Ellen
Abt Associates, Inc.
4800 Montgomery Lane
Suite 600
Bethesda, MD 20814
Voice: 301-913-0500; *Fax:* 301-718-3108
E-mail: ellen_schiller@abtassoc.com
Website: http://www.abt.sliidea.org

Beginning Date: 4/07/00
Ending Date: 4/06/05

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: 1) improving performance for students with disabilities; 2) supporting students with disabilities in the least restrictive environment; 3) facilitating the use of positive behavioral supports; 4) increasing positive parent involvement; and 5) promoting successful transitions for young children to school and young adults to post-school life.

Method: The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. This longitudinal study will answer the following research questions: 1) how is IDEA being implemented?; 2) what is the status of each of the identified issues?; 3) what are the contextual factors influencing the implementation of the legislation?; 4) what is the relationship between implementation and the results?; 5) what are the intended and unintended outcomes of the legislation?; and 6) what are the critical and emerging issues in states, districts, and schools?.

Products: The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's website.

PERSONNEL PREPARATION

84.325A
Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children and Youth with Low-Incidence Disabilities

Grant Number: H325A000016

Preparation of Inclusion Liaisons to Empower Students and Their Parents and Teachers

Project Director: Bullock, Lyndal
University of North Texas
College of Education
Institute for Behavioral and Learning Differences, P.O. Box 305250
Denton, TX 762035250
Voice: 940-565-3583; *Fax:* 940-565-4055
E-mail: bullock@tac.coe.unt.edu

Beginning Date: 8/15/00
Ending Date: 8/14/05

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This multidisciplinary project will develop and add a new training sequence to the university's existing teacher preparation program in special education with a focus on working with children and youth with traumatic brain injury (TBI). Individuals who complete this program sequence will have the necessary skills to serve effectively as inclusion liaisons with rehabilitation/hospital programs, community agencies, and public schools.

Method: The training sequence will be multidisciplinary in nature and will emphasize best practices. Training will supplement courses in a master's program with extensive observation and field experiences in a variety of settings that are relevant to services for children/youth with TBI. In addition, extensive use will be made of technology through distance learning, online training, and video conferencing. Each year 10 master's-level students will attend the program full time. The project emphasizes recruitment of highly qualified personnel from underrepresented groups to be prepared to work as inclusion liaisons with students with TBI, their parents, and teachers.

Grant Number: H325A000021

Connecticut Early Intervention Credential

Project Director: Bruder, Mary Beth; Hanna, Gerada
University of Connecticut
Health Center
School of Medicine, Dept. of Pediatrics, 263 Farmington Ave., MC 6222
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nso1.uchc.edu
Website: http://www.uconnced.org

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will increase the number and quality of early interventionists (across disciplines) serving infants and toddlers with disabilities in the state of Connecticut. The project will develop, implement, and evaluate an interdisciplinary preservice personnel preparation project that will lead to a state-recognized early intervention credential through a graduate certificate program at the University of Connecticut School of Medicine (UConn).

Method: Coursework and practica will be offered to 50 providers per year. The coursework will originate and be supported at UConn, and regional site coordinators will facilitate follow-up learning communities at three sites throughout the state. On-site supervision will be provided for practica by these site coordinators. The content of the coursework and practica will correspond to competencies that must be demonstrated in order to be credentialed. This content includes family-centered care, interdisciplinary service delivery models in natural environments, and interagency collaboration. This project will be conducted in collaboration with the state early intervention Comprehensive System of Personnel Development (CSPD) and Birth to Three Interagency Coordinating Council (ICC). An additional feature of the project is a focus on systems change through the development of a state Higher Education Council to facilitate the adoption of the early intervention credential and competencies across preservice personnel preparation colleges and universities in Connecticut. Other states that are considering an early intervention credential have given their support to the project, thus broadening its systemic impact.

Grant Number: H325A000025

Preparation of Audiologists to Serve Infants and Toddlers with Hearing Loss

Project Director: Bess, Fred H.
Vanderbilt University
School of Medicine
21st Ave. South
Nashville, TN 372328700
Voice: 615-936-5001; *Fax:* 615-936-5013
E-mail: fred.h.bess@vanderbilt.edu

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This personnel preparation program focuses on early childhood audiology, specifically children 0-3 years of age and their families. The project will prepare audiologists to serve infants and toddlers with hearing loss.

Method: Emphasis is placed on the family, at-risk children, early amplification, and a multidisciplinary/interdisciplinary approach to the management of young children with hearing loss. The program fosters active participation from the medical school and early childhood/special education. To this end, resources from three

departments associated with Vanderbilt University (Hearing and Speech Sciences, Special Education, and Pediatrics) are utilized to provide audiology students with an emphasis on very young children. The Department of Hearing and Speech Sciences serves as the host department. The plan is to enroll seven students each year (six funded) over a five-year period. Trainees will receive instruction and supervised experience to enable them to serve as competent hearing professionals for infants and toddlers and their families. The program will feature a combination of didactic coursework and related field practicum. Graduates from this program will be able to take positions of leadership in schools, community clinics, hospitals, and parent-home programs. Trainees will also be prepared to take on roles of administrators, supervisors, and/or consultants in educational agencies (local, state, and regional).

Grant Number: H325A000033

Preparation of Teachers of Children with Visual Impairments and Orientation and Mobility Instructors of Children

Project Director: Skellenger, Annette C.
Western Michigan University
3206 Sangren Hall
Kalamazoo, MI 49008
Voice: 616-387-5944; *Fax:* 616-387-5703
E-mail: annette.skellenger@wmich.edu
Website: http://www.wmich.edu/hhs/blrh/graduate/specializedprograms.html

Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will prepare a total of 86 individuals (70 students funded from this project and 16 students whose preparation is not yet completed from the prior project), who meet the qualifications for Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) certification requirements in Teacher of Children with Visual Impairments (TCVI) and/or Orientation and Mobility with Children (OMC). The project will also refine and improve current program components, including the addition of technology for implementation of a distance education component.

Method: Program changes that will be implemented include: 1) expanding the options available to students entering the program by including a TCVI-only and an OMC-only component, and an OMC-only component for individuals who do not have prior degrees in education; 2) enhancing the curriculum in regard to transition, employment, and cultural diversity; and 3) updating technological capacity for the provision of coursework to students in the distance education component. The project includes two major components: an on-campus component and a distance education component. In the distance education component, students remain in their home districts and take academic coursework through distance education technology such as compressed video, delayed video, and Internet-based video streaming. "Hands-on" coursework is taken during one to two summers on campus. Many graduates will receive dual Master's degrees and will meet the requirements for certification in TCVI and OMC. These individuals will be capable of addressing both the educational and the O&M needs of visually impaired infants, toddlers, children, and youth in their homes, communities, and classrooms, especially in rural areas.

Grant Number: H325A000035

Project Collaborative Teams

Project Director: Lifter, Karin; Oken, Barbara; Ferrier, Linda; Harris, Meredith; Kruger, Lewis
Northeastern University
360 Huntington Ave., DSPA, 405 Lake Hall
Boston, MA 02115-5000
Voice: 617-373-5916; *Fax:* 617-373-8892
E-mail: Lifter@neu.edu
Website: http://www.atsweb.neu.edu/cp/sp/eia.html

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Lisa Gorove
Voice: 202-260-5045
E-mail: lisa.gorove@ed.gov

Purpose: The goals for Project Collaborative Teams are the following: 1) to increase the number of early intervention personnel, especially personnel from underrepresented groups, such as persons from linguistically and culturally diverse backgrounds, and persons with disabilities or parents of children with disabilities; 2) to broaden their interdisciplinary preparation to include preparation in service delivery to infants and toddlers with Autism Spectrum Disorder (ASD); 3) to prepare students to function effectively across teams (IFSP teams, community teams, interagency teams) and to understand the roles of their interdisciplinary team mates; 4) to prepare students to function effectively as members of a team on the Internet; and 5) ultimately, to improve services to infants and toddlers with disabilities, and their families, from linguistically and culturally diverse backgrounds.

Method: Northeastern University (NU) has sponsored the only approved higher education program in Early Intervention in Massachusetts that is interdisciplinary. Students acquire 72 early intervention competencies in their coursework and field training, learning through a team-based approach. NU is also the home of the Global Early Intervention Network, an Internet community for parents, early intervention specialists, policy makers, college students, and faculty in the field of early intervention, which facilitates communication between participants and teams in a supportive and collaborative environment. The project will prepare students from five disciplines at the master's degree level (nursing, physical therapy, speech and language pathology, school psychology/counseling, and special education) with a team model presented by a team of faculty from the representative disciplines. The content of the program is driven by a research-to-practice focus, certification requirements, and the needs of an increasing and changing population.

Grant Number: H325A000044

UpLink: University Partners for the Inter-professional Preparation of Personnel in Low-Incidence Disabilities for Diverse Early Childhood Settings

Project Director: Cox, Ann; Reed-Victor, Evelyn
Virginia Commonwealth University
Virginia Inst. for Developmental Dis
700 E. Franklin St.
Richmond, VA 232843020
Voice: 804-828-8244; *Fax:* 804-828-0042
E-mail: acox@hsc.vcu.edu
Website: http://www.vcu.edu/partnership/uplink.htm

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Virginia Institute for Developmental Disabilities at Virginia Commonwealth University, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work and the Department of Psychology, has developed this project with the following goals: 1) to increase the number of personnel to

provide high quality services to young children (ages 0-5) with low-incidence disabilities and their families in diverse settings; 2) to build strong university-community partnerships for the preparation of qualified personnel in urban environments; and 3) to increase the number of professionals from traditional underrepresented groups to serve children with low-incidence disabilities and their families.

Method: This interrelated, graduate training model incorporates 1) comprehensive early intervention/special education curriculum leading to teacher licensure in early childhood special education with specialized training in the area of low-incidence disabilities (80 trainees — 16 per year for five years) with 2) an interprofessional specialty component that also provides an emphasis in low-incidence disabilities for trainees in general early childhood education, nursing, occupational therapy, physical therapy, psychology, and social work (60 trainees — 12 per year for five years). The project also incorporates innovative design features to recruit and retain trainees from diverse backgrounds and to diversify the program faculty and staff. The project provides an annual summer partnership academy focusing on interprofessional training methods and content that emphasizes team work and state-of-the-art strategies for addressing the needs of young children with low-incidence disabilities.

Grant Number: H325A000047

The Communication and Autism Project (CAP)

Project Director: Wegner, Jane; Myles, Brenda
University of Kansas - Lawrence
Center for Research, Schiefelbusch Institute for Life Span Studies
2385 Irving Hill Road, Youngberg Hall
Lawrence, KS 66045
Voice: 785-864-4690; *Fax:* 785-864-5094
E-mail: jwegner@ku.edu

Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: This project will supply specialized training to speech-language pathology and special education graduate students to improve communication and instructional support to students with autism. The Communication and Autism Project (CAP) combines a longitudinal service perspective; collaboration among individuals with autism, families, and professionals; community-based fieldwork; a culturally diverse perspective; and distance learning opportunities.

Method: Trainees will participate in a research-based academic curriculum, a 2-year field experience with a family, use of reflective practice, and cultural experiences with individuals and families from a variety of cultural groups. Inservice participants will achieve project outcomes through summer institutes or online coursework. Individuals with autism will provide information and feedback to the trainees and will assist in the evaluation of the competencies acquired by the trainees and the achievement of project goals and objectives by project staff. Over five years, the project will provide training to over 100 individuals. The programs' methods will be institutionalized and have a long-lasting effect through the development of Web-based courses.

Grant Number: H325A000049

Preparing Low Incidence Disability Specialists

Project Director: Christensen, Kathee
San Diego State University
5250 Campanile Drive
San Diego, CA 92182-1931
Voice: 619-594-6137; *Fax:* 619-594-7109
E-mail: kchriste@mail.sdsu.edu
Website: http://www.rohan.sdsu.edu/~deafed

Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will recruit and prepare an ethnically and linguistically diverse group of professionals to meet the need for qualified personnel in the area of low-incidence disabilities. Graduate students will be recruited from the areas of communicative disorders (deaf education, audiology, and speech-language pathology) and special education (vision impaired and physically challenged) and will complete a curriculum that will maximize their competence to work with children who have low-incidence disabilities and who come from multilingual and multicultural family backgrounds.

Method: The project will use a well-established university clinic and will enhance collaborative agreements with local and state agencies. In order to supplement their coursework and provide additional observations and practicum experiences, students will work with infants, toddlers, and young children in schools and programs outside the university area. An innovative distance learning model will be piloted for inservice seminars in geographically remote areas.

Grant Number: H325A000054

Proposal for the Creation of a Professional Certification in Assistive Technology to Meet the Needs of Hispanic Children with Low Incidence Disabilities

Project Director: Miranda, Maria I.
University of Puerto Rico
Medical Sciences Campus
CPRS-OID-PRATP, Box 365067
San Juan, PR 00936
Voice: 787-764-6035; *Fax:* 787-754-8034
E-mail: mmiranda@rcm.upr.edu

Beginning Date: 3/01/00
Ending Date: 2/28/05

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: The goal of this project is the creation of a professional certification in assistive technology for Spanish-speaking professionals in Puerto Rico and the United States.

Method: Participating specialties will include but will not be limited to special education teachers, regular education teachers, related services specialists, early intervention specialists, transition specialists, and others in education and health-related professions. The certification will provide not only the theoretical basis of assistive technology but also a hands-on experience essential to the understanding of how technology works in benefit of individuals with disabilities. Central to the basic curriculum will be the identification of assistive technology needs of infants, children, and youth with low-incidence disabilities. Quality control, a profound basis on assessment, and the incorporation of research-based practices will be the cornerstones of this certification. Expected outcomes of this project are the following: an increase in the number of specialists qualified to evaluate and recommend assistive technology for students with low-incidence disabilities; an infusion of assistive

technology into the regular classroom curriculum; and an increase in opportunities of students with low-incidence disabilities to fully participate of the educational venture and reach the goal of total inclusion in society. Specific objectives of this professional development service are to: 1) create an infrastructure for the implementation of the certification; 2) develop and provide the certification in assistive technology; 3) provide financial assistance to professionals in preservice interested in obtaining the certification; and 4) establish the basis for continued support once funding has concluded.

Grant Number: H325A000055

Statewide Collaborative Distance Learning for Early Interventionists

Project Director: Ballard-Rosa, Maurine
California State University - Sacramento
Special Ed, Rehab, and School Psych Dept
6000 J St.
Sacramento, CA 958196063
Voice: 916-278-6512; *Fax:* 916-278-5904
E-mail: maurinebr@csus.edu

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project implements a statewide early intervention program collaboratively developed by a consortium of public and private universities and the California Department of Developmental Disabilities (DDS). A curriculum will be offered for DDS Authorization in Early Intervention in a five-course sequence plus practicum. Students from remote areas will be recruited, supported, advised, and monitored via distance learning programs. These methods will also allow the project to deliver the curriculum and offer online support.

Method: The project will create a statewide distance learning program to prepare early interventionists through a consortium of early childhood special education faculty from six public and private California universities in collaboration with the DDS and the California Early Intervention Technical Assistance Network. Outreach, recruitment, and support for underrepresented populations will help increase the diversity of early intervention personnel. The project will prepare 150 early interventionists and up to 150 Early Head Start professionals, including those in remote and underserved areas, to meet statewide competencies for early interventionists and provide high quality services to infants and toddlers with disabilities.

Grant Number: H325A000057

Strengthening Connections: Preparing a Diverse Workforce to Serve Young Children with Low-Incidence Disabilities and Their Families

Project Director: Tuchman-Ginsberg, Linda; Miller, Jon
University of Wisconsin - Madison
Waisman Center
1500 Highland Ave., Room 231
Madison, WI 537052280
Voice: 608-263-6467; *Fax:* 608-263-0529
E-mail: tuchman@waisman.wisc.edu
Website: http://www.waisman.wisc.edu/earlyint/idtrain/index.htmlx

Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will address the immediate and ongoing need for qualified and appropriately trained personnel to provide services for young children (ages birth to 8) with low-incidence disabilities and their families.

The program will prepare preservice students for general education, special education, educational psychology, communicative disorders (speech & language pathology and audiology), occupational therapy, physical therapy, and social work.

Method: Training will be offered for two different levels of participation to students from these five degree-granting programs meeting state standards. Activities will include course work, community practica, family mentorships, cultural immersion experiences, and seminars, individually designed around a series of required and elective experiences focused on cultural competence and low-incidence interventions. Project objectives are as follows: 1) develop, implement, and evaluate two levels of low-incidence training activities for trainees from education, communication disorders, occupational and physical therapy, and social work, which build on and enhance departmental preservice programs; 2) develop, implement, and evaluate mechanisms for maximizing diversity within the trainee group, staff, consultants, families and all collaborators by establishing project support to meet the needs of students from underrepresented groups, through adaptations, ongoing support and training curriculum; 3) develop, implement, and evaluate new curriculum which ensures that each trainee develops a solid foundation of knowledge of all low-incidence disabilities within the themes of Families and Culture, Early Development, and Low-Incidence Disabilities and that activity continues after the funding period; and 4) develop, pilot, evaluate, revise, and disseminate project curriculum, related materials, and information. Over the five-year period, a total of 265 (60 Level II and 205 Level I) trainees from the five disciplines experiencing critical shortages will be employed in areas of critical need. In addition, the resources requested for this project will make a contribution to universities and state personnel development systems, and leave a legacy of new courses and interprofessional practices. Graduates will make at least a two-year commitment for each year of support received, which will impact on the critical personnel shortages in Wisconsin and the nation.

Grant Number: H325A000071

The Partnership for Progress: Low Incidence Population

Project Director: Gavilan, Marisal; Fernandez, Alberto
Florida International University
Educational Psych and Special Ed
University Park Campus, 11200 SW 8th St.
Miami, FL 33199
Voice: 305-348-2097; *Fax:* 305-348-4125
E-mail: gavilanm@fiu.edu
Website: http://www.fiu.edu/~gavilanm/ppp.html

Beginning Date: 2/01/00
Ending Date: 1/31/05

OSEP Contact: Ray Miner
Voice: 202-205-9805
E-mail: raymond.miner@ed.gov

Purpose: This project will offer a training program to enhance the knowledge and skills of paraprofessionals currently working with low-incidence populations. Training will be based on participants' experiences and employment settings and will be developed into a model for the state. The training will include master teachers as mentors and parents of students with low-incidence disabilities as co-teachers.

Method: The program will be a collaboration between the university and various local institutions. Training will be provided and certification earned by paraprofessionals working in preschool, elementary, middle, and high school classes in inclusive and non-inclusive settings. Training will consist of class instruction and practicum experiences. A total of 300 paraprofessionals will be trained over the five years of the project. Financial support will be provided for 40 students with associate degrees to complete the special education undergraduate and certification program.

Grant Number: H325A000073

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists and K-12 Teachers in Vision and Hearing Impairments

Project Director: Robins, Kathleen; McDonnell, Andrea
University of Utah
Dept of Special Education
1705 E. Campus Center Dr., Rm 225
Salt Lake City, UT 84112-9253
Voice: 801-581-6082; *Fax:* 801-585-6476
E-mail: krobins@gse.utah.edu
Website: http://www.ed.utah.edu/sped/research/vihi-grant.htm

Beginning Date: 8/01/00
Ending Date: 7/31/05

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: This project will assist in alleviating the shortage of teachers and early intervention providers for children with sensory impairments at both the Utah Schools for the Deaf and Blind and in district-operated programs, by providing competency-based interdisciplinary training statewide to 25 prospective teachers annually.

Method: Program graduates will have experienced extensive opportunities to apply what they have learned in classes during practica in supervised, field-based sites that serve children from diverse family backgrounds, with personnel that implement recommended practices. Utah has adopted an approach of consortium-building involving its two research universities (the University of Utah and Utah State University), school districts, early intervention programs, Utah Schools for the Deaf and Blind, State Department of Health, and State Office of Education. The existing personnel preparation programs have been fused to create a unified program to prepare early childhood specialists and teachers of children in kindergarten through 12th grade in hearing impairments/deaf and visual impairments/blind. Completion of this program leads to the state's required teaching certificates and endorsements. These two preparation programs are the only approved programs in Early Childhood Special Education and Sensory Impairments with established distance education capacity. This project will enhance distance delivery in Sensory Impairments and include use of EDNET (interactive television) technology to offer the program statewide. The project will provide stipends and tuition waivers to 8 full-time students and 17 part-time students. Students may enroll in this program as graduates or undergraduates and complete certification/endorsements as partial fulfillment for undergraduate or graduate degree requirements from either participating university. Graduates will be qualified to fill many roles in serving children who have sensory impairments such as: 1) early interventionists in home and center-based programs; 2) consultants to early intervention programs; 3) preschool teachers in both categorical and integrated preschool programs; 4) classroom teachers K-12; and 5) consultants in integrated programs.

Grant Number: H325A000077

Tapping the Untapped: Training Diverse Second-Career Personnel in Early Childhood Special Education

Project Director: Okada, Doris
California State University - Dominguez Hills
1000 East Victoria St.
Carson, CA 90747-0001
Voice: 310-243-3927; *Fax:* 310-516-3326
E-mail: vnokada@deltanet.com
Website: http://www.csudh.edu/soe/programs.htm

Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: California State University, Dominguez Hills (CSUDH), will implement and evaluate a preservice program for the preparation of teachers and related services personnel (speech/language pathologists, nurses, and social workers) from culturally or linguistically diverse backgrounds and individuals with disabilities to work with similar diverse children (ages birth to 5) with disabilities and those at risk.

Method: The objectives of this interagency, collaborative project are as follows: 1) to implement a high-quality interdisciplinary preservice program; 2) to recruit and provide opportunities for initial- and second-career candidates and related services personnel to receive preservice training in early childhood special education (ECSE); and 3) to attain 100% retention of trainees throughout the program and in the first year of employment. During the five-year project, a total of 60 prospective teachers and 30 related services personnel will complete course work, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve 900 children and their families. As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE state credential and an M. A. in Special Education degree.

Grant Number: H325A000085

SPICE: Specialized Personnel Increases through Collaborative Efforts

Project Director: Wormsley, Diane; Huebner, Kathleen
Pennsylvania College of Optometry
Dept of Graduate Studies
8360 Old York Road
Elkins Park, PA 19027-1598
Voice: 215-780-1366; *Fax:* 215-780-1357
E-mail: kathyh@pco.edu
Website: http://www.pco.edu/Acad%20Progs/Grad-Progs/grad_progs.htm

Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The goal of Specialized Personnel Increases through Collaborative Efforts (SPICE) is to increase numbers of qualified teachers of students with visual impairments (TVI's) and orientation and mobility specialists (O&M) who serve children and youth with visual and multiple disabilities (ages 0-21), by providing support for approximately 113 students over five years. The five objectives of this project include: 1) providing TVI personnel preparation programs in two states and O&M in six states; 2) increasing efforts to recruit potential applicants who reflect underrepresented groups; 3) producing five video-teleconferences addressing current issues faced by TVI and O&M professionals; 4) incorporating additional competencies and sensitivity to cultural diversity into Pennsylvania College of Optometry (PCO) coursework; and 5) incorporating additional competencies for working with children ages birth to three into PCO courses. The project aims to have approximately 50 percent of SPICE students come from underrepresented groups, including those with disabilities, and/or be from and/or plan to serve in rural areas.

Method: SPICE will accomplish these objectives through a variety of activities with the help of several collaborative partners: state education agencies in the seven states where programs will be offered (Pennsylvania, Maryland, Oregon, Minnesota, Ohio, Oklahoma, and Tennessee) and site coordinators in these states; the Distance Learning Center of Pennsylvania; the project's National Advisory Council; Consultants for Cultural Diversity and Early Intervention; and adjunct professors in each state. Mentoring of off-campus adjunct professors by PCO faculty is a large component of SPICE success. SPICE will establish a Minority Mentors/Ambassadors Program to assist with recruitment and mentoring of underrepresented students. Graduates from this program will receive dual TVI/O&M certification.

Grant Number: H325A000087

Preparation of Early Intervention Personnel

Project Director: Beckman, Paula J.
University of Maryland
Room 1308 Benjamin Bldg
College Park, MD 20742-1161
Voice: 301-405-6492; *Fax:* 301-314-9158
E-mail: pb9@umail.umd.edu

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
Voice: 202-260-5045
E-mail: lisa.gorove@ed.gov

Purpose: This project will meet a pressing need in the state of Maryland for qualified personnel who have been trained to work with infants and toddlers who have disabilities.

Method: Approximately 20 students per year will participate in this program. The program will be open to Master's students and Advanced Graduate Specialist students in special education who wish to specialize in early intervention. It is intended to provide training and experience to students who will be able to serve infants, toddlers, and their families in early intervention programs throughout Maryland. The program will also be available to graduate students who are seeking degrees in disciplines other than special education (e.g., human development) and who wish to provide intervention to infants, toddlers, and families. The program will 1) provide a program of course work and field experiences that reflect the state of the art in early intervention for children from birth to two years of age; 2) enhance existing course work and field experiences to focus on collaboration between professionals from multiple disciplines and between professionals and families; 3) enhance the existing program to address the needs of infants and toddlers from culturally diverse populations; 4) promote retention in and completion of the program by offering special supports to students in both academic and social areas of need; and 5) make continuous improvements in intervention programs through partnerships with advisory board members and representatives from local school systems and infant and toddler programs.

Grant Number: H325A000097

Multidisciplinary Personnel Training for Work with Deaf Children with Cochlear Implants in Rural Settings

Project Director: Schery, Teris
Vanderbilt University
Peabody College
Box 328 Peabody
Nashville, TN 37240
Voice: 615-343-4883; *Fax:* 615-343-1570
E-mail: teris.schery@vanderbilt.edu

Beginning Date: 1/01/01
Ending Date: 12/31/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This collaborative, interagency, and interstate project will implement a high-quality, multidisciplinary preservice program that uses problem-based learning to enable graduates to serve children with cochlear implants effectively in educational settings. It will develop a teleconferencing system in remote/rural areas to facilitate students' skills as consultants and inservice educators in support of children with cochlear implants.

Method: During the five years of the project, a total of 55 students (15 audiologists, 25 speech-language specialists, and 15 educators of the deaf) will complete multidisciplinary course work, including individualized field-based practicum experiences. In addition, students will participate as a member of a "distance-education

cochlear implant support team" to develop and use teleconferencing as a means of providing educational support for children with cochlear implants in rural and remote settings. At least 10 of the trainees will represent ethnic or linguistic minorities.

Grant Number: H325A000103

Preparing Occupational Therapists for Careers in Early Intervention: A Program of Targeted Recruitment and Supported Preservice Preparation for Minority Students

Project Director: Burke, Janice P.
Thomas Jefferson University
College of Health Professions
Dept of Occupational Therapy, 130 South 9th St., Suite 810
Philadelphia, PA 19107-5237
Voice: 215-503-9606; *Fax:* 215-503-3499
E-mail: janice.burke@mail.tju.edu

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will develop an interdisciplinary, inter-institutional program designed to prepare students who are members of racial minority groups or those with disabilities to practice as pediatric occupational therapists within early interventionist contexts.

Method: A total of 20-25 students will complete the program and receive both Bachelor's and Master's degrees in occupational therapy. Students will be recruited through an inter-institutional affiliation and collaboration. Students will be members of racial minority groups or individuals with disabilities who will be recruited using innovative strategies designed to provide students with early exposure to occupational therapy and early intervention and ensure that they receive supports necessary to complete prerequisite coursework. The program of study provides students with general background and skills in occupational therapy and specialization in early intervention, through extensive coursework and fieldwork.

Grant Number: H325A000128

Early Intervention/Early Childhood Specialist Program

Project Director: McLoughlin, Caven; Espe-Sherwindt, Marilyn
Kent State University
Education Foundations and Special Services
405 White Hall, P.O. Box 5190
Kent, OH 442420001
Voice: 330-672-2928; *Fax:* 330-672-2675
E-mail: caven@kent.edu

Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will provide interdisciplinary, field-based, graduate training to enable special education and related services trainees to acquire the competencies necessary to provide early intervention and early childhood services for infants, toddlers, and preschoolers with low-incidence disabilities and their families. This intensive, full-time training model is designed to meet the national, state, and regional needs for increased numbers of skilled interdisciplinary personnel.

Method: Each year, 14 students will complete academic and field-based training toward a Master's degree. Training includes intensive coursework and field-based training in childhood service sites based in the community. Internships will provide hands-on experiences regarding the application of information acquired in the classroom. Recruitment of persons with disabilities is a project priority.

Grant Number: H325A000133

Auditory-Oral Training: Serving Young Children Who Have Hearing Impairments

Project Director: Niemeyer, Judith A.; Compton, Mary V.
University of North Carolina - Greensboro
School of Education
P.O. Box 26171
Greensboro, NC 27402-6171
Voice: 336-334-3447; *Fax:* 336-334-4120
E-mail: janiemey@uncg.edu; mvcompto@uncg.edu

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will increase the number and quality of personnel prepared to work with infants, toddlers, and young children with low-incidence disabilities, specifically hearing impairments. The project will develop a new and unique track in the existing Education of Deaf Children program at the University of North Carolina at Greensboro by integrating a teacher licensure program in hearing impairment that focuses on Auditory-Oral communication with a teacher licensure program in Birth-Kindergarten.

Method: In responding to the absolute priority of preparing personnel to serve infants and young children with low-incidence disabilities, the project will: 1) alleviate North Carolina's critical shortage of adequately trained teachers to work with infants and young children with hearing impairments from diverse cultural backgrounds; 2) recruit and train individuals from underrepresented populations with an emphasis on recruiting and hiring individuals with disabilities; 3) develop an exemplary interprofessional training program with culturally competent, research-based, and outcome-based practices that provides trainees with competencies required by the state of North Carolina and professional accrediting organizations, thereby making them eligible for licensure in Hearing Impairment: Auditory-Oral focus and Birth-Kindergarten; 4) deliver training via technologically and experientially-based learning activities that highlight interprofessional, multidisciplinary connections; and 5) disseminate program components to other institutions of higher education. These objectives will be accomplished through: 1) extensive recruitment strategies to include persons with disabilities and from underrepresented populations; 2) involvement of practitioners and parents in creation and delivery of instruction and supervision of internships; 3) creation of new coursework, adaptation of current courses, interdisciplinary internships, and distance education and web-based instruction; and 4) ongoing program review and revision. Over the five years of this project, about 38 full-time students will complete the Bachelor of Science degree in Specialized Education Services and receive teaching licenses in Hearing Impairment and Birth-Kindergarten. During year 5 of the project, 20 students will receive support for one year as an incentive to begin the program. At the end of the project, about 58 individuals will be trained or will have begun a course of study to enable them to work with infants, toddlers, and young children with hearing impairments and their families in inclusive settings using Auditory-Oral and developmentally appropriate teaching practices.

Grant Number: H325A010017

Preparation of Special Educators to Serve Children and Youth Who are Deaf or Hard of Hearing from Different Cultural and Language Backgrounds

Project Director: Rose, Susan
University of Minnesota
Educational Psychology
200 Oak St. SE, 450 University Gateway
Minneapolis, MN 55455-2070
Voice: 612-624-6387; *Fax:* 612-624-8241
E-mail: srose@umn.edu

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project addresses national and local needs for the preparation of teachers to serve infants, children, and youth who are deaf or hard of hearing and come from different cultural and linguistic backgrounds. The teacher development model builds on collaborative resources and expertise at the University of Minnesota and the diverse communities in the region, and is designed to serve urban and rural areas through specialized teacher development.

Method: The project's curriculum includes model elements to ensure effective practices and services for children who are deaf or hard of hearing. In addition to the core preparation program, specialized elements include collaboration with families and community organizations serving persons who are culturally and linguistically diverse; specialized strategies in the areas of assessment, communication, instruction, and family support systems; collaboration with master teacher mentors experienced in multicultural contexts; integrated studies with teachers of second languages; and demonstration of skills and qualities required to work with families and children who are deaf or hard of hearing with different cultural or language backgrounds. The project will graduate a minimum of 45 students.

Grant Number: H325A010022

The Training of Social Workers to Meet the Educational and Emotional Needs of Deaf Children in Schools

Project Director: Arcari, Teresa; Sheridan, Martha
Gallaudet University
School of Education and Human Services
Dept of Education, 800 Florida Ave., NE, HMB 5457
Washington, DC 20002-3695
Voice: 202-651-5160; *Fax:* 202-651-5817
E-mail: teresa.arcari@gallaudet.edu
Website: http://depts.gallaudet.edu/social.work/school-swk/Index.html

Beginning Date: 8/15/01
Ending Date: 8/14/06

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will institute a master's degree in School Social Work and will expand part-time local internships into full-semester practica in various parts of the country. A special effort will be made to recruit a greater number of qualified candidates with diverse backgrounds, including deaf students, students with disabilities, and students from underrepresented racial and ethnic groups.

Method: The program will prepare 55 social work graduates committed to delivering highly specialized services to young deaf children in their schools. The program will offer the additional training required at the graduate

level to allow students to work with underserved deaf children with a range of communication and educational needs and from diverse racial and ethnic groups. This includes the full range of children, from those with cochlear implants to those with complex, multiple physical and emotional needs that require significant support to promote success in school settings.

Grant Number: H325A010045

Training Options for Early Intervention Personnel

Project Director: Zeph, Lucille
University of Maine
Center for Community Inclusion
Office of Research and Sponsored Progs, 5717 Corbett Hall
Orono, ME 04469-5717
Voice: 207-581-1084; *Fax:* 207-581-1231
E-mail: lu.zeph@umit.maine.edu

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This collaborative project will develop, implement, evaluate, and institutionalize an interdisciplinary graduate personnel preparation program for well-qualified early intervention and related services personnel to serve children with low-incidence disabilities. Currently there is no sustained graduate program in early intervention in the state of Maine and this project addresses that void by providing flexible training options for related services and early childhood personnel, building on existing academic resources at the university.

Method: Program options include an interdisciplinary core curriculum, consisting of courses leading to certification for early childhood special education and a master's degree that focuses on preparation for leadership roles in early intervention. Training will be provided across the state through a combined approach of distance technologies, intensive training institutes, and mentoring. At the end of five years, 100 students will have completed the program, including 30 related services providers.

Grant Number: H325A010046

Promoting Early Intervention Careers

Project Director: Horn, Eva; Thompson, Barbara
University of Kansas - Lawrence
Center for Research, Inc.
Dept. of Special Education, 521 J.R. Pearson Hall
Lawrence, KS 66045
Voice: 785-864-0615; *Fax:* 785-864-4149
E-mail: evahorn@ku.edu; bthomps@ukans.edu

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will develop a new master's program leading to Kansas State Certification in Early Childhood Special Education. The project will support a total of 68 master's trainees (58 full-time and 10 part-time) during a 5-year period.

Method: The program will embody a theory-to-practice model of teaching and learning and will address the unique nature of infancy and toddler development and family needs in this period. Implementation of the model will include the establishment of a "learning communities" partnership with four early intervention programs that are representative of the diverse communities in which families and their children reside (e.g., urban, rural,

linguistic diversity, cultural diversity, and economic diversity.) The program is expected to impact on three levels: 1) increase the number of certified early intervention professionals who are competent to assume roles in providing comprehensive, transdisciplinary services to infants and toddlers with disabilities and their families in natural environments; 2) provide high-quality training and apprenticeships to learn effective strategies for translating recommended practices into real world settings that represent the diverse communities in which families and their children reside; 3) recruit and retain high-quality students who represent a range of cultural, racial, linguistic, and ability backgrounds; and 4) assist program graduates in obtaining positions as early intervention providers, particularly in urban and rural areas.

Grant Number: H325A010064

Collaborative Professional Education Project (CPEP)

Project Director: Falco, Ruth
Portland State University
Graduate School of Education
PO Box 751
Portland, OR 97207-0751
Voice: 503-725-4486; *Fax:* 503-725-5599
E-mail: falcor@pdx.edu

Beginning Date: 9/16/01
Ending Date: 9/15/06

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: The Collaborative Professional Education Project (CPEP) will provide an innovative approach to collaborative team education for approximately 175 preservice professionals. The program will provide advanced training and prepare professionals at the master's level, to improve outcomes for students with significant cognitive, physical, and sensory disabilities.

Method: Participants will be trained to be special educators, communication disorder specialists, vision specialists, occupational therapists, and physical therapists. The program will incorporate research-based curriculum and practices for serving children with significant and multiple disabilities, addressing special needs of children from different linguistic and cultural backgrounds through field experiences in settings provided by collaboration with state and local education agencies.

Grant Number: H325A010067

Linking Research and Intervention: Early Intervention Training for Infants with Low Incidence Disabilities and Their Families

Project Director: Jarrett, Marion; Browne, Barbara
George Washington University
2134 G St.,NW
GHESD—DTPSE
Washington, DC 20052
Voice: 202-994-1509; *Fax:* 202-994-3365
E-mail: mjarrett@gwu.edu

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The George Washington University Linking Research and Intervention (LRI) Project will provide a master's degree training program in infant special education for special educators, related service personnel, and others seeking training in early intervention.

Method: Built on an exemplary infant special education program, the LRI program provides a research-based curriculum to improve outcomes and foster access to and achievement in natural environments, and provides training and practice opportunities to enhance collaborative skills to meet the needs of infants and families from diverse cultural and linguistic backgrounds, especially those living in high poverty urban areas. The program will be implemented in collaboration with George Washington University and other professional development partners to provide field-based training opportunities in various culturally diverse settings. A total of 40 full-time and 20 part-time students will receive master's degrees and be eligible for early intervention/early childhood special education certification.

Grant Number: H325A010069

Rural Links: A Collaborative Teacher Recruitment, Preparation, and Placement Project

Project Director: Rosenkoetter, Sharon
Oregon State University
Human Development & Family Sciences
322 Milam Hall
Corvallis, OR 973315102
Voice: 541-737-8529; *Fax:* 541-737-1076
E-mail: sharon.rosenkoetter@orst.edu

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Lisa Gorove
Voice: 202-260-5045
E-mail: lisa.gorove@ed.gov

Purpose: This project proposes a collaboration among three Oregon universities and rural community partners to recruit, prepare, and place rural early interventionists and preschool/elementary teachers of children with significant disabilities in areas where they are most needed.

Method: The project will be coordinated by Oregon State University's Department of Human Development and Family Sciences, which, through its land-grant mission and active 4-H Youth Development Program, has close ties to every rural county in the state. Oregon State University will recruit promising students from rural areas, seeking especially candidates from underrepresented groups. During their undergraduate years, students will receive foundational work in child development, family systems and services, disabilities, and basics of teaching. They will also participate in a motor development clinic, supervised practica in early intervention or severe disabilities, and special seminars and an annual institute related to Rural Links' themes. After receiving their baccalaureate degrees, students will continue toward early intervention or special education licensure by an articulated transfer to the University of Oregon or Western Oregon University. The universities will then collaborate to place project graduates in appropriate intervention positions in rural areas throughout the Northwest. The project will graduate at least nine professionals per year—at least 45 in total—to provide quality services for rural infants and children with low-incidence disabilities and their families. It will also provide materials—including some distance delivery courses—to enable other universities to do the same.

Grant Number: H325A010071

Project FAMILY 2001+: Facilitating and Mentoring Interdisciplinary Learning for the Years 2001+

Project Director: Dodd, Mary; Lougeay, Janice
University of Texas - Dallas
School of Human Development
PO Box 830688
Richardson, TX 75083-0688
Voice: 972-883-2541; *Fax:* 972-883-2491
E-mail: marydodd@utdallas.edu

Beginning Date: 9/01/01
Ending Date: 8/31/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will expand an existing practicum and create two others to train interdisciplinary teams of graduate students from two disciplines to provide culturally sensitive, family-centered services to infants and toddlers in natural environments, including homes, centers, health care facilities, and high-poverty community settings. Affirmative strategies will be taken to ensure the participation of culturally, linguistically, socioeconomically, and other diverse individuals as well as those with disabilities and parents of children with disabilities at all levels and in all activities.

Method: A cultural competence advisor will develop modules designed to increase the competence of graduates who will be trained in the use of techniques from cultural anthropology to help them better understand the lifeways of others. Students will practice interdisciplinary teaming skills in culturally diverse, high-poverty communities and will have opportunities to provide services under direct supervision by project faculty. The project will support 60 full-time and 20 part-time students over the five years.

Grant Number: H325A010073

Project S.T.A.R. — Sharing Technologies and Resources: Collaborative Personnel Preparation in Visual Impairment

Project Director: Fazzi, Diane L.
California State University - Los Angeles
Div. of Special Education
Charter School of Education, 5151 State University Dr.
Los Angeles, CA 90032
Voice: 323-343-4400; *Fax:* 323-343-5605
E-mail: dlfazzi@pacbell.net

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will assist in alleviating the shortage of special education, related services, and early intervention personnel available to serve infants, toddlers, and children with visual impairments in the western region of the U.S. Through a sharing of distance education technologies and resources, California State University at Los Angeles (CSULA) and the University of Northern Colorado propose to train teachers of students with visual impairments and orientation and mobility specialists to work with learners who have visual impairments, including those with multiple disabilities. Thirty full-time and 78 part-time graduate students will receive financial assistance. Approximately 87 to 100 educators and related service personnel will complete the M.A. degree and/or credential/certification programs by the end of the project period, with an additional 8 to 21 completing the program in the following years.

Method: The project will help to meet the shortage of personnel by increasing the capacity of two university programs to deliver courses using distance technologies. The project will improve the quality of the training programs at both universities by sharing courses and parts of courses available online, joining students at both universities in online chats and discussion boards, and collaboratively designing content that meets the needs of both programs. Each course will incorporate field experiences in LEAs as well as in specialized schools for students with visual impairments. All coursework and fieldwork experiences will reflect best practices. The project will emphasize recruitment, retention, and training of graduate students from traditionally underrepresented backgrounds, including individuals who are bilingual, individuals from ethnic minority backgrounds, and individuals who have disabilities.

Grant Number: H325A010077

Field-based Teacher Education to Prepare Teachers for Diverse Learners Who Are Deaf or Hard-of-Hearing

Project Director: Otis-Wilborn, Amy; McLean, Mary
University of Wisconsin - Milwaukee
Graduate School
PO Box 340
Milwaukee, WI 53201-0340
Voice: 414-229-4322; *Fax:* 414-229-5500
E-mail: amyo@uwm.edu
Website: http://www.uwm.edu/Dept/cate

Beginning Date: 4/01/01
Ending Date: 3/31/06

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will prepare early childhood educators to teach students who are deaf or hard-of-hearing and who are from diverse ethnic and linguistic backgrounds. It will recruit students for a certification and a credentialing program, with an emphasis on recruiting from culturally and linguistically diverse populations and students with disabilities. It will prepare 35 teachers with certification in Deaf/Hard-of-Hearing and 25 teachers with a credential in working with young children who are deaf/hard-of-hearing and their families.

Method: The University of Wisconsin-Milwaukee will work in partnership with other state and local agencies to coordinate the delivery of teacher education to meet project objectives. Distance education will be used to make the programs accessible outside of southeastern Wisconsin. Additionally, master teachers will serve as field-based mentors. The project will also establish a standards-based performance assessment system that will ensure student competence prior to certification and credentialing.

Grant Number: H325A010081

Intermountain Hearing Impaired Partnership, 2001-2006

Project Director: Longhurst, Thomas M.
Idaho State University
Dept of Speech Pathology and Audiology
PO Box 8046
Pocatello, ID 83209-8046
Voice: 208-282-2204; *Fax:* 208-282-4602
E-mail: longthom@isu.edu

Beginning Date: 8/15/01
Ending Date: 8/14/06

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project is a partnership between Idaho State University and other educational entities in the northwest states to fund the training of 120 bachelor-level interpreters for infants, toddlers, and children who are deaf or hard of hearing and 45 master's-level teachers.

Method: An advisory committee will assist with the development of the project by reviewing competencies, coursework, and practica and advisement on program development. They will share training and service delivery information and facilitate recruitment through information dissemination, referrals and nominations. They will also provide a network for employee recruitment and for methods of facilitating employee retention. After completing their general education, educational interpreting graduates will fill leadership roles as mentors/supervisors in school interpreter service programs.

Grant Number: H325A010088

Early Childhood Low Incidence Personnel Preparation System (ECLIPPS)

Project Director: Baird, Samera; Reilly, AmySue
Auburn University
Rehabilitation and Special Education
310 Samford Hall
Auburn, AL 368495131
Voice: 334-844-4438; *Fax:* 334-844-2088
E-mail: bairdsa@auburn.edu
Website: http://www.auburn.edu/eclipps

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
Voice: 202-260-5045
E-mail: lisa.gorove@ed.gov

Purpose: Project ECLIPPS (Early Childhood Low Incidence Personnel Preparation System) will increase the quantity and quality of personnel available to serve young children with low-incidence disabilities and their families. Emphasis will be on providing service in remote, rural regions.

Method: Low-technology distance education will be used to train individuals to meet Alabama's standard for providing special instruction to eligible infants and toddlers. The training will lead to a master's level early childhood special education teaching certificate, as well as specialized low-incidence disability training in diverse preservice programs. The program will consist of coursework, mentorships, and field experiences. Over the five years of the project, 1) 50 individuals seeking training to meet Alabama's Early Intervention System (AEIS) standard to provide early intervention special instruction; 2) 20 individuals seeking Master's level Early Childhood Special Education (ECSE) teaching certification; and 3) 20 related service providers seeking low-incidence disability training will complete their respective programs in low-incidence disabilities.

Grant Number: H325A010095

Educators Without Borders

Project Director: Sanchez, Sylvia; Thorp, Eva
George Mason University
Helen A. Kellar Center for Human disAbilities
4400 University Drive, MS 1F2
Fairfax, VA 22030-4444
Voice: 703-993-3670; *Fax:* 703-993-3681
E-mail: ssanche2@gmu.edu; ethorp@gmu.edu
Website: http://mason.gmu.edu/~ethorp/EvaThorp/EWB.htm

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Educators without Borders (EWB) will recruit, support, and mentor individuals from traditionally underrepresented groups entering the field of early intervention. The project will build on the successes of an ongoing preservice program that prepares educators to work with culturally and linguistically diverse young children with low-incidence disabilities. The project will develop the skills needed for effective and responsive service delivery in diverse community settings and will create a mentorship network for participants during both the preservice and induction phases of preparation.

Method: Using an advisory group of diverse professionals, EWB will recruit candidates through the university's minority student affairs office and through other resources and it will provide these students with the knowledge and skills necessary to work with culturally and linguistically diverse infants/toddlers and families in early intervention through participation in a field-based personnel preparation program with ongoing partnerships with schools and community programs working with diverse families. EWB will also use a variety of ongoing support strategies to systematically address issues of culture, language, disability, and identity as they impact professional service delivery. It will identify and assist a network of leader/mentors to assist students during their induction period with issues of skill and issues that confront them as educators from underrepresented groups.

Grant Number: H325A010107

Project Vision

Project Director: Mercer, Dixie
Stephen F. Austin State University
Dept. of Human Services
PO Box 13024
Nacogdoches, TX 75962
Voice: 936-468-1142; *Fax:* 936-468-5837
E-mail: dmercer@sfasu.edu

Beginning Date: 9/01/01
Ending Date: 8/31/06

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project is a preservice program to prepare approximately 300 full- and part-time students for certification as teachers of students with visual impairments or as mobility instructors. Using distance education networks, the project will expand the university's current visual impairments program and ensure accessibility in five states.

Method: The project will recruit an increased number of students with disabilities and from culturally and linguistically diverse populations, provide increased supervision and support for students working as visual impairment teachers under emergency certification, expand field-based experiences in public schools throughout the student's training period, develop and deliver modules on working with culturally and linguistically diverse populations with visual impairments, create a series of training sessions/materials on assessing disability-specific technology needs, develop advanced program considerations for the 0-3-year-old population, and use advanced strategies for teaching braille and encouraging braille literacy.

Grant Number: H325A010114

Interdisciplinary Models of Parent and Child Therapeutic Services

Project Director: Case-Smith, Jane
Ohio State University
Allied Medicine
406 Atwell Hall
Columbus, OH 43021
Voice: 614-292-0357; *Fax:* 614-292-0210
E-mail: case-smith.1@osu.edu

Beginning Date: 1/01/01
Ending Date: 7/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This interdisciplinary project will prepare, over a 5-year period, 50 full-time trainees in special education, occupational therapy, physical therapy, nursing, and speech pathology to provide best practice early intervention services. Each trainee will complete a masters degree in one of five disciplines, will receive an Interdisciplinary Specialization in Early Intervention, and will be eligible to apply for Ohio Early Intervention Certification. Fifty additional part-time trainees will receive stipends to complete the courses to qualify for Early Intervention Certification. In addition, long-distance courses will be developed and provided to early intervention (EI) service providers in rural areas so that they can complete the EI certification.

Method: The program requires that trainees take at least one course in each of six content areas. The content includes: 1) child development, disability, and health; 2) family systems and dynamics; 3) early intervention theory and practice; 4) inclusive service delivery; 5) interdisciplinary teaming; and 6) cultural diversity. Two intensive practica with families will be established to enable the trainees to appreciate service delivery from a family's perspective and to understand issues related to cultural diversity. Faculty will develop and implement the program with the assistance of a parent coordinator. Long-distance courses for credit toward early intervention certification will be provided to early intervention personnel in rural Ohio. Courses will be developed using Web CT and interactive video, and then will be offered to multiple receiving sites in rural counties.

Grant Number: H325A020009

Preparation of Speech and Language Specialists to Serve Children with Autism Spectrum Disorders

Project Director: Golper, LeeAnn; Hale, Sue
Vanderbilt University
School of Medicine
1114 19th Ave. S.
Nashville, TN 37212
Voice: 615-936-5057; *Fax:* 615-936-5013
E-mail: lee.ann.golper@vanderbilt.edu

Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will provide comprehensive, preprofessional training for speech-language pathologists to better serve children with autism spectrum disorders and their families.

Method: The project will enroll and train a total of 25 speech-language pathology master's-level students with a targeted curriculum and field experiences aimed at specific competencies for working with autism spectrum disorders. The project will accomplish the following: 1) serve as a model for other preprofessional programs in speech-language pathology considering offering specialty tracks for low-incidence populations; and 2) put entry-level clinicians on a career path in which they will ultimately become key resources for services to individuals

with autism and their families, as well as leaders and potential mentors in this area. Trainees will be led through the development of specific competencies related to assessment, diagnosis, and intervention with autism, and the application of multidisciplinary, interdisciplinary, and transdisciplinary team approaches. The project features a multidisciplinary research seminar on autism spectrum disorders that emphasizes the following topics: 1) contemporary issues in autism spectrum disorders; 2) early identification and issues in differential diagnosis of autism spectrum disorders in pre-school populations; 3) school age management of autism spectrum disorders; 4) educational environment and socialization of the adolescent and young adult with autism spectrum disorders; and 5) cultural and other issues with families and working with families in the management of autism spectrum disorders. On-campus clinical training will be offered, and field service training will take place in externships, rotating students through selected practicum settings focused on preschool-aged children with autism. The project will increase both the quantity and quality of trained specialists who are ultimately employed in early intervention programs to provide services within the middle Tennessee area.

Grant Number: H325A020011

Infant-Family Specialist Personnel (IFSP) Project

Project Director: Squires, Jane; Bricker, Diane
University of Oregon
Office of Research Services & Admin
5219 University of Oregon
Eugene, OR 97403-5219
Voice: 541-346-0807; *Fax:* 541-346-5639
E-mail: jsquires@oregon.uoregon.edu

Beginning Date: 9/01/02
Ending Date: 8/31/07

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will prepare preservice early intervention and related services personnel, with a strong emphasis on working effectively with infants/toddlers and their families with diverse values, cultures, and backgrounds, and with an emphasis on recruiting students with diverse backgrounds. The content of this personnel preparation program is designed to assist students in developing competencies in theory and applications.

Method: The program will offer on-campus training in which early intervention/special education, related services, and early childhood specialists will receive a master's degree and early interventionist license. It will also offer an online program for trainees in rural areas. Twelve trainees will be funded each year to participate in the master's licensure option and eight will be funded to participate in the rural option.

Grant Number: H325A020014

Web-Based Preparation of Occupational and Physical Therapists for Early Intervention and Related Services for Students with Low-Incidence Disabilities

Project Director: McEwen, Irene
University of Oklahoma
Health Sciences Center
P.O. Box 26901
Oklahoma City, OK 73190-1090
Voice: 405-271-2131; *Fax:* 405-271-2432
E-mail: irene_mcewen@ouhsc.edu

Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will increase the number of occupational therapists and physical therapists who are well qualified to provide early intervention and related services, including assistive technology, for infants, toddlers,

children, and youth with low-incidence disabilities. During this five-year program, the project will support, each year, up to 30 occupational therapists and physical therapists in the 36-credit postprofessional (advanced) master of science degree program. Participants will be recruited nationally, with emphasis on identification and recruitment of therapists who are members of traditionally underrepresented groups.

Method: The project will provide an entirely World Wide Web-based delivery option for a master of science degree program in rehabilitation science, with an emphasis on early intervention, school-based therapy, and assistive technology. The Web-based option will make the University of Oklahoma Health Science Center's on-site program available to occupational therapists and physical therapists throughout the United States and the world. Parents of children with disabilities and interprofessional faculty have participated in the development of all of the project courses. Parents of children with disabilities, people with disabilities, and Oklahoma State Department of Education personnel will be involved in the project, including its modification, implementation, and evaluation. At least 125 students will graduate from the program with advanced knowledge, skills, and attitudes, which will lead to improved outcomes for infants, toddlers, children, and youth with low-incidence disabilities.

Grant Number: H325A020023

A Model of Preparing Graduate Students and Professional Educators and Related Service Personnel to Work with Infants and Toddlers with Disabilities

Project Director: Delaney, Elizabeth; Kolobe, Thubi; Kielhofner, Gary
University of Illinois - Chicago
College of Education
809 S. Marshfield Ave, Room 502, M/C 511
Chicago, IL 60612-7205
Voice: 312-996-4677; *Fax:* 312-996-5651
E-mail: bdelaney@uic.edu

Beginning Date: 9/01/02
Ending Date: 8/31/07

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will institute a transdisciplinary training model to prepare early interventionists to better meet the needs of children with disabilities and their families who live in urban underserved environments. The research-based curriculum focuses on an integrated, team-based, family-centered model of personnel preparation.

Method: The curriculum for this project will build on prior student knowledge and disciplinary preparation by adding advanced coursework and field experiences. The flexibility and multifaceted quality of the curriculum will help foster in participants the adaptive skills necessary for working effectively in complex urban environments where families encounter multilevel risk factors. The training program will target graduate students with no prior early intervention experience, those with limited experience, and professionals currently working in early intervention.

Grant Number: H325A020029

Improved Training of Physical Therapists in Early Intervention Settings (IMPRINTS)

Project Director: Baker Christine P.; Wild, Dana; Lewis, Raymond
University of Texas - Galveston
Medical Branch
301 University Blvd.
Galveston, TX 77555-1028
Voice: 409-772-3068; *Fax:* 409-747-1613
E-mail: cbaker@utmb.edu

Beginning Date: 9/01/02
Ending Date: 8/31/07

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will: 1) improve the preparation of physical therapists as related service personnel to provide services to infants and toddlers with disabilities; and 2) increase the number of physical therapists who are culturally and linguistically different and/or have disabilities to serve young children.

Method: Through this project, the University of Texas Medical Branch at Galveston will provide preservice preparation of 50 physical therapists enrolled in the masters-level program, including those who are culturally and linguistically different and those with disabilities, to work with infants and toddlers with disabilities. The project will: 1) develop specific courses to improve the knowledge of physical therapists regarding the needs of infants and toddlers with disabilities; 2) increase the number of clinical practicum sites offering infant and early intervention opportunities to physical therapy interns; 3) improve recruitment efforts and graduate placement to increase the number of physical therapy graduates who are culturally and linguistically different and/or have disabilities who are interested in serving infants and toddlers with disabilities; 4) establish an advisory panel consisting of professionals and families of infants and toddlers with disabilities to verify the content of the special courses and desired qualities of the graduates; and 5) provide stipends to financially support interns interested in gaining additional training to provide appropriate physical therapy services to infants and toddlers with disabilities.

Grant Number: H325A020032

Field-Based Early Childhood Low Incidence Graduate Training Proposal

Project Director: Turner, Keith; Sigafoos, Jeff
University of Texas - Austin
Office of Sponsored Projects
PO Box 7726
Austin, TX 78713-7725
Voice: 512-232-5538; *Fax:* 512-232-5686
E-mail: turner.keith@mail.utexas.edu; jeffsigafoos@yahoo.com

Beginning Date: 9/01/02
Ending Date: 8/31/07

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This training project will prepare teachers with competencies in the areas of early childhood special education and low-incidence disabilities. The project will focus on recruiting students with and without teaching experience. Interactive, computer-based, multimedia training content will be developed to enhance course content.

Method: The course content will teach the students sensitivity to family values, issues and practices; it will develop transactive methods of observations in the home, school, and community; it will develop collaborative partnerships with families in the design of intervention programs in the home, school, and community; and it will promote a spirit of belonging in natural and least-restrictive environments. Video case studies will be used

to ensure that students are responsive to cultural diversity issues and will be able to design interventions in accordance with the family values and the developmental needs of all children. The program expects to train 100 graduates over the five years of the project.

Grant Number: H325A020041

Training Speech-Language Pathologists and Special Educators in Assistive Technology and Augmentative Communication

Project Director: Kennedy, Marianne
Southern Connecticut State University
School of Health & Human Services
Commun. Disorders, 501 Crescent St.
New Haven, CT 06515-1355
Voice: 203-392-5960; *Fax:* 203-392-5968
E-mail: kennedy@southernct.edu

Beginning Date: 9/01/02
Ending Date: 8/31/07

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will train speech-language pathologists and special educators to provide high-quality services to infants, toddlers, children, and youth who require assistive technology or augmentative communication to benefit from a free appropriate public education.

Method: Over the course of five years, the project will provide partial tuition and stipend support to 60 master's-level students in speech-language pathology and special education. Students will complete interdisciplinary coursework and practicum experiences in assistive technology and augmentative communication in competency-based training components. Training will emphasize best practices, including technical skills, evidence-based practice, cultural competence, collaboration and interdisciplinary teaming, and professional and ethical practice.

Grant Number: H325A020067

Specialty Preparation for Speech-Language Pathologists to Work with Deaf and Hard of Hearing Children and Youth

Project Director: Brown, Paula M.
Rochester Institute of Technology
National Technical Inst. for the Deaf
52 Lomb Memorial Dr.
Rochester, NY 14623-5604
Voice: 585-475-6593; *Fax:* 585-475-7920
E-mail: PMBNCI@RIT.EDU

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: A key aspect of improving service delivery to deaf and hard-of-hearing students is to improve preservice and academic education of professionals working with those students. High-quality speech-language therapy services are essential for the success of students who are deaf or hard-of-hearing in developing effective communication skills. In response to this, the National Technical Institute for the Deaf and Nazareth College of Rochester will implement a model collaborative certificate program to provide specialized training for speech-language pathologists.

Method: The program will provide training in the full range of communication approaches, and provide exposure to deaf culture and the social, educational, and cultural issues facing deaf and hard-of-hearing children and

their families. Cohorts of 10 students annually will complete the certificate program, significantly increasing the number of speech-language pathologists in the region who have the training and skills to provide high-quality speech and language therapy to children and adolescents who are deaf and hard of hearing. The program will be marketed nationally to bring committed graduate students in speech-language pathology to the program.

Grant Number: H325A020081

Preparing Family-Infant-Toddler Specialists (FITS)

Project Director: Cross, Lee S.
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1250
Voice: 407-823-5477; *Fax:* 407-823-5135
E-mail: lcross@mail.ucf.edu

Beginning Date: 8/01/02
Ending Date: 7/31/07

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The Family-Infant-Toddler Specialists (FITS) project will lead to a credential for early interventionists based on current research and information through competency-based coursework. Participants in the program will be provided with the necessary knowledge and skills from an interdisciplinary perspective, including a family as a faculty component, in order to deliver effective services.

Method: The project will deliver competencies developed collaboratively between the University of Central Florida and other educational entities, and mastery of these competencies will result in an FITS credential. Course content will build on a state pre-kindergarten disability endorsement, focusing on low-incidence disabilities, teaming, collaboration, and consultation in natural environments. Over the course of the project, 175 participants are expected to complete the training program for the FITS credential.

Grant Number: H325A020104

Project ASSURE—Personnel Preparation: Young Children with Low-Incidence Disabilities

Project Director: McInerney, William; Dinnebeil, Laurie
University of Toledo
2801 West Bancroft St.
Toledo, OH 43606-3390
Voice: 419-530-2284; *Fax:* 419-530-8447
E-mail: william.mcinerney@utoledo.edu

Beginning Date: 7/15/02
Ending Date: 7/14/07

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The University of Toledo's College of Education will conduct a graduate-level personnel preparation program, anchored in professionally recommended practices, that will address the critical regional, state, and national personnel shortage of teachers of young children (ages birth to 8 years) with severe developmental disabilities. Project ASSURE will prepare 72 graduate students to assume positions as Early Childhood Special Education teachers in preschool and primary grades or as Part C Early Intervention professionals.

Method: Project ASSURE will prepare 72 early childhood specialists in four part-time, two-year training cycles and five one-year, full-time training cycles. Recruitment of full-time students will focus on those professionals who hold the Ohio early childhood license (ECL). Immediate priority for selection for the part-time program of study will be afforded to early childhood educators who are currently providing early intervention and early

childhood intervention services without appropriate certification or licensure. The focus of the graduate program preparation in the preschool and primary areas will be the synthesis of direct instruction and incidental teaching in the continuum of least restrictive environment (LRE) options for young children who experience severe disabilities. Program content and field experiences will address effective intervention in inclusive environments, consistent with LRE and natural environments initiatives. The principles and practices of family-centered services and multicultural sensitivity will be the cornerstone of the early intervention component of the program. Effective intervention through developmentally appropriate early learning experiences will be emphasized via adoption of incidental and activity-based instructional strategies as primary modes of intervention planning for home-based and center-based intervention. Awareness of transdisciplinary team interaction, itinerant service delivery models, and professional and interpersonal skills that contribute to effective team membership and family support also will be examined. Parents of children with developmental disabilities will be directly involved in the design of courses, seminars, and practicum experiences and also will serve as co-instructors in selected courses and seminars.

Grant Number: H325A020106

Early Intervention Specialist Program

Project Director: Mahoney, Gerald; Schuele, Melanie
Case Western Reserve University
10900 Euclid Ave., M.L. 7164
Cleveland, OH 44106-7164
Voice: 216-368-3823; *Fax:* 216-368-2295
E-mail: gjm14@po.cwru.edu

Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will provide interdisciplinary, field-based graduate training that will enable social work, speech pathology, and nursing students to acquire the competencies necessary to provide high-quality early intervention services for infants and preschoolers at risk for disabilities or with disabilities and their families.

Method: Approximately 56 full-time trainees will complete intensive academic and field-based training. They will receive tuition and stipend support for the 11-month (three-semester) involvement necessary to complete Early Intervention/Early Childhood Specialist requirements. The interdepartmental design of the project will involve three related service training programs at Case Western Reserve University. Trainees will complete a minimum of 15 semester hours of coursework as well as intensive field-based training to fulfill the competencies established by the Ohio Early Intervention (Part C) Comprehensive System for Personnel Development committee. Trainees will complete a minimum of 600 clock hours of supervised field-based training at community-based early intervention/early childhood services sites. Internships will provide hands-on experiences regarding the application of information acquired through formal coursework. Trainees will integrate their early intervention specialization coursework into graduate degree and licensure programs in social work, speech pathology, and nursing.

Grant Number: H325A020113

Early Childhood and Developmental Risk: An Interdisciplinary Teacher Preparation Program in Psychology, Early Childhood and Early Childhood Special Education

Project Director: Pullen, Paige C.
University of Virginia
Curry School of Education
254 Ruffner Hall
Charlottesville, VA 22904-4268
Voice: 434-243-5502; *Fax:* 434-924-0747
E-mail: pullen@virginia.edu

Beginning Date: 8/01/02
Ending Date: 7/31/07

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This interdisciplinary teacher preparation program will integrate developmental psychology, early childhood education, and early childhood special education to produce graduates to staff and lead educational programs that serve children birth through age eight with a range of risk and disability conditions, including children with low-incidence disabilities, mild disabilities, and typically developing children.

Method: The five-year program will train 16 students each year for a total of 80 graduates. Upon completion of the program, students will earn a bachelor's degree in psychology and a master's degree in education. Graduates of the program will be certified to teach children with low-incidence disabilities in the general education early childhood curriculum. They are likely to be employed by public schools, Head Start programs, early intervention programs, and a range of other service providers. The program consists of a sequence of courses and practica including: 1) knowledge of child development; 2) appropriate assessment and intervention techniques for young children; 3) family-focused and culturally responsive services, and 4) the collaborative skills required to work with other professionals in related fields. Additionally the program includes a strong focus on the specialized skills necessary for working with children with low-incidence disabilities such as: 1) the use of augmentative and alternative communication methods; 2) positioning, handling, and self-care techniques; 3) the development of positive behavioral support programs; 4) the development of functional and age-appropriate individualized education programs; and 5) the use of specialized assessment and intervention strategies. Practicum experiences will occur simultaneously with coursework, so that students are continually applying knowledge gained in coursework and developing competencies through real life experiences.

Grant Number: H325A020117

Preparing Diverse Teachers of Young Deaf and Hard of Hearing Children: Two Program Options

Project Director: Hecht, Barbara
University of Southern California
Rossier School of Education
University Park Campus
Los Angeles, CA 90089-1147
Voice: 213-748-5481; *Fax:* 213-749-1651
E-mail: bhecht@jtc.org

Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will train teachers of young, culturally diverse deaf and hard-of-hearing children and their families by providing tuition stipends to sixty culturally and linguistically diverse graduate-level candidates over

a five-year period. Forty candidates will complete a one-year intensive Master's degree program with a deaf and hard-of-hearing credential and twenty candidates will complete a distance education Master's and credential program.

Method: All candidates will obtain a solid foundation in parent-infant and early childhood education, emphasizing family-centered early intervention. Candidates will develop the expertise to teach the rapidly increasing number of children with cochlear implants and other assistive amplification devices. The program of study will emphasize service to families of diverse cultural, linguistic, and socioeconomic backgrounds, and parents will assist in program implementation and course design. A majority of candidates will themselves be members of traditionally underrepresented groups or persons with disabilities.

84.325B
Training Center in Early Intervention for Infants and Toddlers Who Have Visual Impairments Including Blindness

Grant Number: H325B000003

Early Intervention Training Center for Infants and Toddlers Who Have Visual Impairments/Blindness

Project Director: Hatton, Deborah
University of North Carolina - Chapel Hill
Frank Porter Graham Child Develop Ctr
Chapel Hill, NC 27599-8180
Voice: 919-966-7186; *Fax:* 919-966-7532
E-mail: Deborah_Hatton@unc.edu
Website: http://www.fpg.unc.edu/~edin

Beginning Date: 1/01/00
Ending Date: 12/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The aim of this five-year project is to develop resources that build the capacity of institutions of higher education (IHE) to train personnel at the preservice level to serve infants and toddlers who have visual impairments/blindness (VI) and their families.

Method: In partnership with faculty, families, and consumers, the project will develop nine interactive multimedia training content modules that will also be useful for faculty who train early interventionists, child development specialists, speech/language pathologists, occupational therapists, physical therapists, and physicians (pediatrics and ophthalmology). Parent information, resource, and training centers and families will be able to use these resources. Modules will be accessible via the Internet, culturally and linguistically appropriate, and produced in multiple formats including Braille and disks. In collaboration with faculty, the project will develop options for using the modules and a technical assistance plan. Modules may be used for self-directed individual instruction. Faculty may choose to use video clips from the modules as part of classes. Content from the modules may be infused into existing courses, used for summer institutes or semester-long classes, or in distance learning courses.

Products: The project's website and Internet component will facilitate and support module development and implementation, collaboration among partners, and dissemination and evaluation activities.

84.325C
Training Center in Early Intervention for Infants and Toddlers Who Have Hearing Impairments Including Deafness

Grant Number: H325C000007

Center for Early Intervention Professionals in Hearing Impairment, Including Deafness

Project Director: Compton, Mary V.; Niemeyer, Judith A.; Shroyer, Edgar
University of North Carolina - Greensboro
P.O. Box 26171, School of Education
Greensboro, NC 27402-6171
Voice: 336-334-3771; *Fax:* 336-334-4120
E-mail: mvcompto@uncg.edu; janiemey@uncg.edu; ehshroye@uncg.edu
Website: http://center.uncg.edu

Beginning Date: 1/01/01
Ending Date: 12/31/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The focus of the Center for Early Intervention Professionals in Hearing Impairment, Including Deafness (CEIP-HID) is to alleviate the poor achievement results of children who have hearing impairments, by ensuring that preservice professionals develop the skills and competencies to meet the unique needs of infants and toddlers with hearing impairments.

Method: The center will develop and field-test empirical Web-based preservice training modules in best practices in early intervention for infants and toddlers with hearing impairments (including deafness) and their families. The modules will be disseminated to university programs preparing personnel to work with infants and toddlers who have hearing impairments, and to university programs preparing infant development specialists, infant special educators, social workers, speech-language pathologists, audiologists, nurses, occupational therapists, physical therapists, parent educators, psychologists, counselors, interpreters, and transliterators. A conceptual framework that integrates developmental, comprehensive, transdisciplinary, family-focused, and transactional perspectives permeates each project objective. Professionals in hearing impairment, early childhood education, and related early intervention service provision will be equipped with competencies to engage in appropriate, state-of-the-art best practices to address the specialized needs of infants and toddlers who have hearing impairments and their families so that their linguistic, cognitive, and social development will parallel those of children who do not have hearing impairments. The project will develop a program of study that focuses on the acquisition of professional competencies in the areas of developmental, communication, social, conceptual, cultural, medical, and technological needs of infants and toddlers.

Products: The project will mitigate the disparity of achievement gaps between individuals with hearing and hearing impairments. The project will develop, field-test, and disseminate empirical Web-based modules in early intervention for preservice professionals who serve infants and toddlers with hearing impairments, and will establish an ongoing center to provide training via onsite education, distance education, and consultative mentoring leading to competency-based nationally recognized specialist certification in early intervention.

84.325D
Preparation of Leadership Personnel

Grant Number: H325D990023

Early Childhood Special Education Leadership Training: Research, Multidisciplinary Knowledge and Teacher Preparation

Project Director: Kaiser, Ann
Vanderbilt University
Dept of Special Ed
314C MRL Bldg.
Nashville, TN 37203
Voice: 615-322-8160; *Fax:* 615-343-1570
E-mail: ann.kaiser@vanderbilt.edu

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project will train doctoral students in Early Childhood Special Education (ECSE) to assume leadership positions as university instructors, researchers, and program directors.

Method: The program will support ten full-time doctoral students, including four students from diverse backgrounds. The ten trainees will be supported by the program during the first two years of their enrollment in the doctoral program, when they will be completing their course work and their teaching/supervision apprenticeship. During two months in the summer, and the third and fourth years of their program, trainees will be funded as research assistants on ongoing projects while they complete their research training and complete written requirements for the doctoral program. By the end of the project, trainees will have acquired: 1) interdisciplinary knowledge of early development, intervention, and education; 2) expertise in conducting, critically analyzing, and applying research related to young children with disabilities and their families; and 3) specific skills for preparing personnel for emerging roles in ECSE. Graduates of the program will be able to initiate and maintain a program of research in ECSE, to translate research into practice, to establish training programs for ECSE teachers, and to develop, support, and advise ECSE programs.

Grant Number: H325D000004

Preparation of Interdisciplinary Early Intervention Leadership Personnel

Project Director: Wilcox, M. Jeanne; Lamorey, Suzanne; Fabes, Richard
Arizona State University
Dept of Speech & Hearing Sciences
P.O. Box 871908
Tempe, AZ 85287-1908
Voice: 480-965-9397; *Fax:* 480-965-0965
E-mail: mjwilcox@asu.edu; lamorey@asu.edu

Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project will prepare doctoral-level personnel to assume leadership roles in the field of early intervention.

Method: Students will enter the program with a master's degree and previous discipline preparation in speech-language pathology, early childhood education, special education, or child development and family studies. The project design includes a comprehensive, interdisciplinary, practice-based leadership training experience to prepare a total of eight early intervention scientist-practitioners over the four years of the project. A combination of intensive community apprenticeships coupled with innovative university coursework and activities will prepare program graduates for leadership positions in institutions of higher education. All students will gain a thorough knowledge foundation and advanced skill in early intervention practice, supervision, mentoring, and the design and implementation of practice-relevant research. Individualized enhancements in each of these areas are available to match with students' individual applied research interests. The project represents a university and community effort that includes faculty from various departments and colleges of Arizona State University, the state agency (Department of Economic Security) responsible for the Federal Part C Program for Infants and Toddlers, a large regional human services agency (Southwest Human Development), and Desert Samaritan Hospital.

Grant Number: H325D000014

Preparation of Leadership Personnel: Audiology, Hearing Loss and the High Risk Infant

Project Director: Bess, Fred H.
Vanderbilt University
1114 19th Ave. South
Nashville, TN 37212
Voice: 615-322-2281; *Fax:* 615-936-5013
E-mail: fred.h.bess@vanderbilt.edu

Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project responds to the continuing need for leadership training of administrators, teacher/investigators, and researchers who are concerned with children at risk for auditory disabilities, especially those children with autism spectrum disabilities. This program will prepare six doctoral-level graduates over a four-year period with specialized training on children at risk for hearing problems—especially autism spectrum disorders—and issues concerned with early amplification and outcome and efficacy assessment in clinical care.

Method: Resources from four departments at Vanderbilt University will be utilized to provide graduate students with a comprehensive training program: Special Education, Pediatrics, Psychology, and Hearing and Speech Sciences. The Department of Hearing and Speech Sciences will serve as the host department and the Vanderbilt Bill Wilkerson Center will be the primary resource for student practicum. Graduates from this program will be able to take positions of leadership in colleges and universities, clinics, hospitals, educational facilities, and state/federal agencies.

Grant Number: H325D000032

Interdisciplinary Leadership Program: Preparing Personnel To Be Cross-Culturally Competent

Project Director: Flynn, Linda
University of New Orleans
Dept. of Special Education
249 Education Bldg.
New Orleans, LA 70148-2530
Voice: 504-280-7063; *Fax:* 504-280-5588
E-mail: lflynnwi@uno.edu

Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project supports the preparation of highly trained, culturally competent professionals who can create and facilitate a collaborative environment and provide leadership within systems, personnel preparation, and research.

Method: The program is interdisciplinary, community-based, family-centered, competency-based, and portfolio driven. Doctoral-level training will be conducted with students in the fields of early intervention (children from birth to five) and school psychology. Trainees from these disciplines will participate in three joint seminars throughout the year. The seminars will include Cross-Cultural Competence, Team Leadership, and Research to Practice in Early Intervention/Early Childhood. These content areas will be taught via seminars, but also infused and practiced throughout the year-long internship. Doctoral students will earn one of the following: Special Education doctoral degree in early intervention (with an area of emphasis in early childhood); Curriculum and Instruction doctoral degree in early childhood (with an area of emphasis in early intervention); doctoral degree in School Psychology with an area of emphasis in early intervention/early childhood. Faculty from the University of New Orleans, Louisiana State University Health Sciences Center, and the Louisiana University Affiliated Program will work together to develop, implement, and evaluate the training program. Trainees will be prepared to assume leadership positions within universities, systems of health care and education, and other organizations/programs providing services for young children (both with and without disabilities) and their families.

Grant Number: H325D010002

Training Leaders in Pediatric School Psychology: Strengthening Family-School-Community Partnerships for Students with or at Risk for Emotional/Behavior Disorders

Project Director: Shapiro, Edward S.; DuPaul, George
Lehigh University
College of Education
111 Research Dr., Iacocca Hall
Bethlehem, PA 18015-4794
Voice: 610-758-3258; *Fax:* 610-758-6223
E-mail: ed.shapiro@lehigh.edu
Website: http://www.lehigh.edu/~inpedpsy/wpage/pedpsy.html

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project will develop pediatric school psychologists as leaders in the research and practice of strengthening linkages among school, community, and health care settings to address the needs of young children with or at risk for emotional/behavior disorders (E/BD).

Method: A total of 12 doctoral students, consisting of two cohorts of six trainees, will participate over a 2-year period to achieve competencies in five areas for students with or at risk for E/BD: 1) service delivery to preschool and school-age students; 2) design and evaluation of health promotion programs; 3) promoting family-school partnerships; 4) developing community-responsive programs; and 5) designing and evaluating academic skill interventions. In addition, students will design, evaluate, and disseminate action research related to pediatric school psychology. Trainee activities will include: coursework in areas relevant to pediatric school psychology; practica in school, community, and health care settings; and mentorship in the conducting of independent research. Upon graduation, trainees will become leaders in educational, health care, and university settings. Trainees will complete their Ph.D. in School Psychology and receive an endorsement from Lehigh University's Department of Education and Human Services indicating that they have completed a specialization in Pediatric School Psychology. They also will receive certification as a school psychologist in Pennsylvania.

Grant Number: H325D010022

Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood Special Education and School Psychology

Project Director: Correa, Vivian
University of Florida
Dept. of Educational Psychology
G-315 Norman Hall
Gainesville, FL 32611-7050
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: vcorrea@coe.ufl.edu

Beginning Date: 6/01/01
Ending Date: 5/31/05

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: In an effort to meet the supply and demand needs for future special education and school psychology faculty, this project will develop a unified leadership program in special education and school psychology emphasizing early intervention. The project will support 14 students to be trained as researchers, school leaders, and faculty in the area of personnel preparation in early intervention. Emphasis will be placed on recruitment of program participants from historically underrepresented groups, including individuals with disabilities.

Method: The program will include training in competencies identified as important to becoming an effective educator of teachers, school psychologists, and researchers with a specialization in early intervention (EI). One track will be established for doctoral students in special education who want to specialize in EI. A second track will be for doctoral students in school psychology who want to specialize in the early childhood years. Students will develop competency in four areas: 1) transdisciplinary and inclusive early intervention practices, 2) personnel preparation pedagogy, 3) professional collaboration, and 4) research and scholarship. Doctoral students will benefit from the combined relationship of the two disciplines as well as a close-working interdisciplinary relationship with the departments of Communication Disorders, Psychology, Allied Health Professionals, and Shands Teaching Hospital, the regional center for neonatal intensive care in Florida. Assistantships will be completed in college teaching of early childhood special education and school psychology courses, supervision, inservice and consultation, research design, and professional writing.

Grant Number: H325D010039

Meeting Emerging Agendas in Special Education Administration: A Collaborative Education Specialist Leadership Training Program (ESLT)

Project Director: Freund, Maxine; Browne, Barbara
George Washington University
2134 G St., NW
Washington, DC 20052
Voice: 202-994-1547; *Fax:* 202-994-3365
E-mail: mfreund@gwu.edu

Beginning Date: 6/01/01
Ending Date: 5/31/05

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project offers a new Education Specialist program structured to advance the training of administrators who are capable of meeting the diverse and complex challenges of service delivery and educational reform. This project will support 36 administrative candidates' training to develop collaborations and partnerships situated in learning communities; forward practice at the local and regional levels; advance the agendas of special education; and incorporate policy essentials into student coursework and practice. Using principles of effective leadership and management, the project will prepare special education administrators who are capable

of embracing and meeting the challenges of educating children with disabilities in inclusive settings and adept at working with culturally and linguistically diverse populations.

Method: The program will prepare special education administrators who can work as part of a collaborative effort to transform the work of schools and early intervention and early childhood systems. Two student cohorts (18 in years one and two; 18 in years three and four) will complete their degrees in two years of part-time study. Specifically, the program will: 1) offer an integrated curriculum of study including coursework in counseling, public health, educational administration, and leadership; 2) draw upon field expertise and employ case-study and action research; 3) develop leadership competencies required to ensure appropriate services for children with disabilities served in inclusive settings and to work with culturally diverse populations; 4) model and demonstrate collaborative methodologies and establish opportunities for application of effective practices with diverse populations; 5) establish "Practice to Policy" and "Policy to Practice" internships for special education administrators; and 6) employ technology to support program goals and Ed.S. candidates' growth. The project will recruit traditionally underrepresented students, including individuals with disabilities.

Grant Number: H325D010044

Preparation of Leadership Personnel: Training Doctoral Students to Focus on Participation and Academic Achievement

Project Director: Biklen, Douglas
Syracuse University
376 Huntington Hall
Syracuse, NY 13244-1200
Voice: 315-443-2699; *Fax:* 315-443-9218
E-mail: dpbiklen@syr.edu

Beginning Date: 8/15/01
Ending Date: 8/14/05

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This new project will recruit and train doctoral-level leaders to support the goal of ensuring access to participation and academic achievement for students with disabilities in New York State's and America's schools, through collaboration with the Syracuse City School District and the Central New York School Study Council.

Method: Eight students who have interest in education (early childhood through grade 12) of students with severe and multiple disabilities and learning disabilities will be supported annually, including individuals with disabilities and individuals from groups underrepresented in the profession at the doctoral level. The doctoral students will participate in research and program development internships in urban and rural schools where teacher shortages are greatest, to conduct research and collaborate with school leaders and teachers in improving participation and academic achievement by students with significant disabilities in the regular academic curriculum. The project will involve collaboration by university faculty in special education, early childhood education, elementary education, and secondary education to prepare doctoral students in strategies to ensure, support, and evaluate participation and academic achievement by students with disabilities in standards-based academic curriculum.

Grant Number: H325D010045

Preparation of Leadership Personnel in Early Childhood Special Education

Project Director: Lieber, Joan; Beckman, Paula J.; Cooper, David
University of Maryland
1308 Benjamin Bldg.
Dept. of Special Education
College Park, MD 20742
Voice: 301-405-6467; *Fax:* 301-314-9158
E-mail: jl39@umail.umd.edu

Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project will prepare leadership personnel with skills in research and teacher education to assume positions in settings that include universities as well as local and state education agencies and the federal government. The project will provide a comprehensive doctoral program in early childhood special education that prepares leaders who are culturally sensitive and responsive.

Method: The doctoral program of this project incorporates intensive coursework in early childhood special education and related fields with courses in research design and methodology. The program will also include supervised research apprenticeships, development of professional writing skills, and an internship to enhance collaborative skills in varied local/state/federal settings. Graduates from this program will be qualified research consumers and generators; teacher educators who can work effectively with students from diverse populations; experienced teachers who design, implement, and evaluate instructional content; and effective advocates for services for young children with disabilities and their families, who are prepared to interact in culturally responsive ways to the needs of culturally, economically, and ethnically diverse families.

Grant Number: H325D010067

Project Leadership through Education and Advocacy for Students Who are Deaf, Hard of Hearing and Deaf-Blind: Project LEAD

Project Director: Roberts, Sally
University of Kansas - Lawrence
Dept. of Special Education
2385 Irving Hill Rd.
Lawrence, KS 66045
Voice: 785-864-4954; *Fax:* 785-864-4149
E-mail: slroberts@ku.edu

Beginning Date: 4/02/02
Ending Date: 7/31/03

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: Project LEAD (Leadership through Education and Advocacy for Students who are Deaf, Hard of Hearing, and/or Deaf-Blind) was conceived by the Deaf Education/Special Education Faculty at the University of Kansas to supply new special education leadership for low-incidence disability training. The training will address the specific needs required to better serve students who are hard of hearing, deaf, or deaf-blind.

Method: Project LEAD will increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with low-incidence disabilities, through transformational and transdisciplinary leadership training. Students will study under the direct mentorship of experts in deaf education and prominent professors in the University of Kansas Special Education Program. Students will participate in numerous, appropriate inclusive activities during the three years of the project.

Grant Number: H325D020012

Preparing Early Childhood Special Education and Related Service Academic and Research Leaders with an Emphasis on Communication and Social Relationships

Project Director: Crais, Elizabeth; Boone, Harriet
University of North Carolina - Chapel Hill
CB#7190 Wing D Medical School
Chapel Hill, NC 27599-7190
Voice: 919-966-9458; *Fax:* 919-966-0100
E-mail: betsy_crais@med.unc.edu

Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project will prepare leaders in early intervention for academic and research careers through the following interdisciplinary approaches: 1) recruit 20 ethnically, culturally, linguistically, and ability diverse students from Early Childhood Special Education, Speech-Language Pathology, and Audiology; 2) offer four early intervention seminars; 3) develop monthly student/faculty research seminars; 4) provide teaching and research apprenticeships (one each annually); and 5) facilitate students' professional development through participation in conferences.

Method: The program focuses on two themes. First, all teaching and research activities will emphasize interdisciplinary collaboration within a strong mentorship model. Students will be linked with outstanding faculty across participating University schools and centers (e.g., Frank Porter Graham, Developmental Science). Second, because of the profound impact that early communication and social skills have on child development, these will be critical areas in the preparation of early interventionists. This preparation will in turn enhance the development of young children with disabilities in natural environments.

Grant Number: H325D020026

Preparation of Leadership Personnel: Faculty for ECSE Teacher Educators

Project Director: Horn, Eva; Thompson, Barbara
University of Kansas - Lawrence
Dept. of Special Ed.
1122 W. Campus Rd., Rm 517
Lawrence, KS 66045
Voice: 785-864-4954; *Fax:* 785-864-4149
E-mail: evahorn@ukans.edu

Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: To address the critical need in early childhood special education/early childhood education (ECSE/ECE), the University of Kansas will develop and implement a four-year doctoral leadership program that will focus on the critical knowledge and skills needed to become highly effective early education teacher educators.

Method: The program is based on the belief that in order to be an effective teacher educator, higher education faculty must accomplish the following: 1) have content knowledge and understand how to serve as a resource for obtaining knowledge in those areas currently at the forefront of ECSE/ECE teachers' everyday professional lives as they provide services to young children with and without special needs and their families (e.g., diversity of learners and contexts, family-centered practices, individually and developmentally appropriate practices); 2) have knowledge of key elements of teacher education reform and demonstrate competence in strategies and approaches that have been documented as effective in the preparation and continued learning of early education professionals; 3) possess leadership skills and characteristics to become innovators, leaders, and mentors; and 4)

understand the activities and behaviors required to be successful in the culture of academics across a range of types of institutions of higher education. The project will work closely with the university placement services and the Higher Education Consortium of Special Education to assist program graduates in obtaining positions in key teacher education vacancies in the United States.

Grant Number: H325D020027

Early Intervention/Early Childhood Special Education Leadership Program

Project Director: Bricker, Diane
University of Oregon
Early Intervention Program
5253 University of Oregon
Eugene, OR 97403-5219
Voice: 541-346-0807; *Fax:* 541-346-5639
E-mail: dbricker@oregon.uoregon.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This doctoral personnel preparation program is designed to produce a cadre of eight graduates to fulfill personnel leadership roles related to young children with disabilities, particularly those with social-emotional problems, their families, and communities. The program has a cross-disciplinary core faculty that will offer coursework and emphasize situated learning in a variety of field experiences. Students will be prepared to be program developers, applied researchers, policy analysts, and instructors.

Method: The cross-disciplinary training and related field experiences will equip graduates to assume leadership roles in program and policy development for training future personnel and to conduct relevant research focused on diverse groups of children and families being served in early intervention/childhood special education programs. In addition, an emphasis will be placed on recruiting students into the program who are from diverse backgrounds, particularly students from minority groups and with disabilities. The program of studies is a cohesive set of research-based coursework and field experiences that target specific competencies, professional activities, and leadership qualities.

Grant Number: H325D020028

The Preparation of Leadership Personnel to Implement the Research to Practice Model in Adapted Physical Education, Physical Therapy, and Occupational Therapy

Project Director: Ulrich, Dale A.
University of Michigan
Div. of Kinesiology
401 Washtenaw Ave.
Ann Arbor, MI 48109-2214
Voice: 734-936-2607; *Fax:* 734-936-1925
E-mail: ulrichd@umich.edu

Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: This leadership training project's goals include: 1) conduct interdisciplinary research that leads to the creation of new scientific knowledge; 2) increase the availability and use of this knowledge to develop and test intervention programs designed to improve the functional motor behavior in infants, children, and youth with special educational needs; 3) increase the dissemination of the knowledge to parents, professionals, and

policymakers; and 4) increase the use of this new scientific knowledge in preservice training programs for physical and occupational therapists and regular and adapted physical education teacher preparation programs.

Method: Participants in this leadership training project will be four pre-doctoral students and four post-doctoral students. Graduates of the training program will assume faculty positions in the Departments of Physical Therapy (PT), Occupational Therapy (OT), Kinesiology, or Physical Education with primary responsibility for conducting interdisciplinary developmental research and training new professionals to deliver quality services in PT,OT, or Adapted Physical Education as mandated by IDEA. Trainees will demonstrate leadership in the following ways: 1) conducting and publishing research; 2) collaborating with other researchers in a variety of developmental domains on longitudinal research projects, mentoring undergraduate minority students or students with disabilities in the University Undergraduate Research Opportunity Program (UROP); 3) publishing a parent training manuscript; 4) designing parent training material and disseminating it on the website, and answering questions submitted by parents; 5) teaching an undergraduate course appropriate for students in PT, OT, or Adapted Physical Education; 6) presenting a research presentation and a poster at a national or international research conference; and 7) submitting a research grant proposal for funding.

Grant Number: H325D020049

Mentoring Special Education Leaders for the 21st Century: Preparation of Leadership Personnel

Project Director: Darch, Craig
Auburn University
Rehabilitation & Special Ed
1228 Haley Center
Auburn, AL 36849-5131
Voice: 334-844-5943; *Fax:* 334-844-2080
E-mail: darchcb@auburn.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: The purpose of this project is to provide leadership training at the doctoral level, addressing critical areas of need in special education such as early intervention, school-based instruction, and secondary/transition. A mentoring model will be employed to prepare future leaders in personnel preparation, administration, supervision, and research.

Method: Five distinguishing characteristics of the program model are: focused training in content areas, diversity recruitment and retention, emphasis on development of an individualized leadership education plan, extensive applied experience, and intensive mentoring. Students will be paired with a faculty mentor upon entrance to the doctoral program to facilitate student retention and steady matriculation through the program. In addition to coursework, students will actively participate in a variety of applied experiences in education agencies throughout the course of their study to help them understand the complexity and the importance of establishing the university and education agency "connection." Individualized training will be a focus of both coursework and applied experience, through which future leaders will be prepared to analyze special education trends and proactively facilitate change, rather than react to it. The project is expected to graduate nine doctoral students, no less than three from underrepresented groups.

84.325E
Preparation of Personnel in Minority Institutions

Grant Number: H325E990039

Alula: Regional Communicative Disorders Bachelor of Arts Degree Collaborative Project of Two Minority Institutions

Project Director: Sablan, Velma
University of Guam
UOG Station
Mangilao, GU 96923
Voice: 671-735-2398; *Fax:* 671-734-5709
E-mail: sablanva@uog9.uog.edu

Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will build capacity to address the shortage of trained individuals to meet the educational and related service needs of individuals with communication disorders in Guam, the Commonwealth of the Northern Marianas Islands (CNMI), and the U.S. Freely Associated States in Micronesia. Alula means to "hurry" in Chamorro, the indigenous language of Guam. This word underscores the great need to speed up the opportunity for regional bilingual and minority personnel to be trained in communicative disorders so that they may address the needs of children with speech and language delays who are currently unserved or underserved.

Method: This project addresses the critical shortage of speech and hearing clinicians available in the western Pacific by supporting 17 minority individuals, many of whom are bilingual, in a Bachelor of Arts program in Communicative Disorders. The project will develop a coordinated, culturally relevant program in Communication Disorders and Sciences for the Pacific through collaboration with San Jose State University and the University of Guam. Project Alula will support two cohorts of undergraduate students: the Guam Cohort, consisting of ten students, and the Regional Cohort, consisting of seven students, one from each island group. Students recruited into the program are expected to complete a Bachelor of Arts degree in Communicative Disorders from San Jose State University in collaboration with courses from the University of Guam.

Grant Number: H325E990046

Preparing Early Intervention Specialists for Service in Language Diverse Communities

Project Director: Cook, Ruth
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-0250
Voice: 408-554-4119; *Fax:* 408-554-2392
E-mail: rcook@scu.edu

Beginning Date: 7/16/99
Ending Date: 7/15/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The Division of Counseling Psychology and Education at Santa Clara University will develop a program to recruit, retain, and prepare persons from language-diverse communities to serve as early intervention specialists. The project will also be creating ethnically diverse professional role models.

Method: The project will offer a minimum of 40 students from language-diverse communities the opportunity to participate in a Master's Degree/Early Childhood Special Education Credential program specially developed to offer emotional, academic, and financial support. In addition, the project will recruit a minimum of 20 students from related disciplines who will have the opportunity to complete the core of the early intervention program, enabling them to obtain the California state-sponsored Early Childhood Special Education Certificate. An extensive on-campus and off-campus mentoring program will draw on the interest and expertise of a variety of community parents and professionals along with former alumni from language-diverse communities. Faculty will participate in workshops designed to enhance their ability to effectively meet the needs of college students whose primary language is not English. The community will be invited to participate in teacher-translator workshops in an effort to improve services to all children and families from language-diverse communities.

Grant Number: H325E990055

Chief Dull Knife College Preparation of Personnel in Minority Institutions Project

Project Director: Davis, Judith D.
Chief Dull Knife College
P.O. Box 98
Lame Deer, MT 59043
Voice: 406-477-6215; *Fax:* 406-352-3830
E-mail: jdavis@cdkc.edu

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Betty Baker
Voice: 202-205-9264
E-mail: betty.baker@ed.gov

Purpose: This project will increase the capability of the Chief Dull Knife College to provide training in all areas of special education serving preschool children to high school students with disabilities. It will provide advanced training for American Indian personnel serving infants, toddlers, children, and youth with disabilities, thus helping to eliminate the national, state, and regional shortage of qualified American Indian special education professionals and paraprofessionals.

Method: The project will train 24 paraprofessional and professional minority personnel in special education during the project period and place these personnel in special education positions on and near the Northern Cheyenne Reservation. The program will train eight special education teacher assistants at the associate's degree level, two teachers at the bachelor's degree level, and two teachers at the masters degree level between 1999-2003. It is expected that four of the eight teacher assistants training in 1999-2001 will matriculate to Montana State University-Billings (a four-year institution) and complete their Bachelor of Science Degree in Education and Certification in Special Education (double major). Between 2001-2003, another six students will enter the paraprofessional training program as well as two students at the Masters of Science degree level.

Grant Number: H325E990067

South Carolina State University Interdisciplinary Preparation Program: Special Education Training for Leadership Personnel

Project Director: Monteith, Dianne S.
South Carolina State University
300 College Ave.
Orangeburg, SC 29117
Voice: 803-536-8211; *Fax:* 803-533-3793
E-mail: monteith@SCSU.edu

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Joseph Clair
Voice: 202-205-9503
E-mail: joseph.clair@ed.gov

Purpose: This project will recruit and prepare individuals from underrepresented groups, including individuals with disabilities, into the Ed.S. and/or Ed.D. degree programs in Educational Leadership with a concentration in special education administration, leading to principal and superintendent certification. Individuals who complete this concentration and who are not certified in special education will become certified in the area of learning disabilities.

Method: This interdisciplinary program will prepare personnel at the advanced graduate and doctoral levels to administer, enhance, and provide services for children with disabilities. It will provide interdisciplinary training (educational administration and special education) for leadership personnel, including administrators, supervisors, and principals, whose work affects early intervention, educational, and transitional services for children with disabilities. Over the four years, the project will increase by at least 60 the number of underrepresented leadership personnel, including individuals with disabilities, who are prepared to administer special education programs in schools with high minority populations. It will improve the competencies of those currently employed in administrative positions and increase the number of leadership personnel certified both in educational administration and special education. The project will also establish a tri-state networking system for individuals who complete the special education administration concentration.

Grant Number: H325E000019

Preparation of Personnel in Interdisciplinary Early Childhood to Serve Young Children with and without Disabilities in Inclusive Settings in Puerto Rico

Project Director: Gonzalez, Lourdes
Inter American University - Guayama
Guayama Campus
PO Box 363255
San Juan, PR 009363255
Voice: 787-864-2222; *Fax:* 787-864-8232
E-mail: lgzales@inter.edu

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will prepare interdisciplinary early childhood personnel to meet the needs of infants, toddlers, and preschoolers with and without disabilities and their families by serving as certified professionals in inclusive settings. The project intends to prepare 60 students to obtain their master's degree in interdisciplinary early childhood education.

Method: The training staff will develop courses to prepare 60 Master's level students to work with young children with disabilities and their families in inclusive settings; it will develop a recruitment plan to attract students from traditionally underrepresented groups, who are economically disadvantaged, and who reside in rural areas;

and it will offer early childhood courseware in rural areas through the university's adult education and distance learning programs. Coursework will concern legal issues of educating children with disabilities, typical and atypical child development, curriculum development and appropriate curriculum for preschoolers, instructional and intervention methods to facilitate the inclusion of children with disabilities, family services, assessment and evaluation, teaming options for parents and professionals, and individualized educational programs and family service plans.

Grant Number: H325E000036

Project EXCEL (Enhancing Excellence in Community and Education Leaders)

Project Director: Anderson, Corinne
Tougaloo College
500 West County Line Road
Tougaloo, MS 39174
Voice: 601-977-7745; *Fax:* 601-977-7745
E-mail: hccaand@aol.com

Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will: 1) increase the number of special education certified teachers in Mississippi who are uniquely qualified to address issues of early childhood special education, particularly with ethnically diverse groups, by providing opportunities for them to have financial assistance and/or scholarships; 2) develop and evaluate, for replication, the process of infusing nationally recognized standards (current K-12 certification NCATE and state-approved program) of early childhood special education practices into existing special education preparation programs; and 3) integrate university-based academic coursework and practical field-based experiences using a theory-to-practice model.

Method: Project EXCEL is a collaborative partnership between Tougaloo College, a private Historically Black College, and Willowood Developmental Center. The project was developed to address the shortage of quality trained special education teachers in the state of Mississippi. Tougaloo's 100% passing rate on the PRAXIS exam series makes it uniquely positioned to supply special education teachers, focusing on early childhood special education issues, to the state of Mississippi. Project EXCEL , through Tougaloo College, will increase the number of African American teachers who have special education certification with an emphasis in early childhood special education. Project EXCEL will specially target and give preference to minority students preparing to become teachers. This effort will expand the pool of African American teachers who closer reflect the population they will be serving, that is African American children with special needs. Willowood Developmental Center is Mississippi's only preschool accredited by the State Department of Education which serves typically developing children and children with disabilities in an inclusive environment. The funds provided for Project EXCEL will support ten scholarships per year for four years, as well as innovative and unique field-based experiences at Willowood Development Center as the professional development school. The curriculum has a "theory-to-practice" orientation with coursework sequentially linked to practica in an authentic, real world setting. Thorough evaluation of techniques and methods will be conducted at the end of the year for validation and dissemination purposes.

Grant Number: H325E000037

Project T.A.P.E.R.S.: Training Adapted Physical Educators in the Rural Setting

Project Director: Palma, Gloria
North Carolina A&T State University
215 Corbett Gym
Greensboro, NC 274110002
Voice: 336-334-7964; *Fax:* 336-334-7258
E-mail: palmag@ncat.edu
Website: http://prometheus.educ.ncat.edu/users/hper/index.html

Beginning Date: 8/15/00
Ending Date: 8/14/04

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: North Carolina Agricultural and Technical State University (NCA&TSU), with its Department of Health, Physical Education, and Recreation (HPER), will implement this project to train personnel who can provide quality physical education services, including early childhood adapted physical activities, for all individuals with disabilities in a variety of settings.

Method: As a response to the need for qualified culturally diverse special education personnel, including adapted physical education specialists, the project will achieve the following objectives: 1) train personnel from diverse backgrounds who can provide quality physical education programs, for all individuals with disabilities in a variety of education settings; 2) recruit and train underrepresented and diverse minorities, including individuals with disabilities; and 3) increase the retention rate of program students and adapted physical education specialists in the field, especially in rural areas. The project will train 40 full-time and 20 part-time students who will serve approximately 3,440 students with disabilities per year in public or private schools after graduation. The project will graduate 60 adapted physical education specialists with a Master of Arts in Physical Education and a concentration in Adapted Physical Education. After training, they will be able to serve as direct service providers, consultants, or resource persons in adapted physical education.

Grant Number: H325E010050

Reducing Attrition and Increasing Special Education Minority Teachers (Project RAISE-MT)

Project Director: Taylor, Ron
Florida Atlantic University
Exceptional Student Education
Boca Raton, FL 33431-0991
Voice: 561-297-3280; *Fax:* 561-297-2507
E-mail: TAYLOR@FAU.EDU
Website: http://www.coe.fau.edu/raisemt/

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Joseph Clair
Voice: 202-205-9503
E-mail: joseph.clair@ed.gov

Purpose: The Department of Exceptional Student Education (DESE) at Florida Atlantic University (FAU) will conduct Project RAISE-MT for 30 masters-level minority students using a professional development school model. By the end of the four-year project, a total of 30 students will receive masters degrees in ESE in one of the following specialization options: learning disabilities, mental retardation, emotional handicaps, varying exceptionalities, English for Speakers of Other Languages (ESOL), reading, and early childhood special education.

Method: Project RAISE-MT will work closely with the Broward and Palm Beach school districts, which are among the most diverse counties in the country. Each district will identify 6 to 10 Professional Development Schools (PDSs) with the heaviest concentration of minority, multicultural faculty who are serving similar

students with disabilities. At each school, minority exceptional student education (ESE) and general education (GE) teachers will be offered tuition-free coursework for the masters degree as well as a stipend. Regular and alternative admission criteria will be used. Students will initially complete the Clinical Educator Training as part of their program, which is required training in Florida for teachers who supervise interns or student teachers. A series of nine one-credit seminars will be developed, which address teacher effectiveness and pertinent multicultural issues. Project RAISE-MT will use research-based curriculum and pedagogy and provide a mentoring system to enhance student retention and success.

Grant Number: H325E010053

Educational Administration Guided Leadership Experiences

Project Director: Saravanabhavan, R. C.; Boone, Rosalie
Howard University
School of Education
2441 4th St., NW
Washington, DC 20059
Voice: 202-806-6015; *Fax:* 202-806-5310
E-mail: rsaravanabhavan@howard.edu; rboone@howard.edu

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: This project will prepare eight doctoral students to successfully complete 72 hours of course work toward an Ed.D. in Educational Administration and Leadership, with a special emphasis in Special Education.

Method: In addition to a rigorous study of educational administration and leadership, these students will be required to study and exhibit thorough knowledge in special education and related subject areas. Students will participate in experiential learning such as: 1) active membership in special education professional organizations; 2) planning, organizing, and conducting an annual colloquium on special education-related administrative and policy issues; 3) practical training in disability advocacy, disability research, school-community partnership, grass-roots outreach, and empowerment activities implemented by university-based institutions such as the Center for Disability and Socioeconomic Policy Studies and the Center for Research on the Education of Students Placed at Risk; and 4) internship at a special education administrative division within any of the five school districts in the Washington, D.C. metropolitan area (D.C. Public Schools, Prince George's County Public Schools, Montgomery County Public Schools, Alexandria Public Schools, and Fairfax County Public Schools). Trainees will emerge as well-qualified administrators who can enhance and provide special education and related services; effectively work with culturally and linguistically diverse urban sub-populations, particularly infants and children with special needs and their families; and integrate state of the art research knowledge and skills and put them to use in their day-to-day administrative work.

Grant Number: H325E020031

Project INSPIRE
(Inclusive Natural Settings Promote Instructionally Relevant Education)

Project Director: Pyfer, Jean
Texas Woman's University
College of Health Sciences
P.O. Box 425527
Denton, TX 76204-5527
Voice: 940-898-2850; *Fax:* 940-898-2853
E-mail: JPyfer@twu.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: Project INSPIRE (Inclusive Natural Settings Promote Instructionally Relevant Education) will conduct a professional preparation leadership training program to improve the quality of physical education for learners with disabilities, from birth to adulthood, by preparing doctoral-level professionals who represent ethnic, cultural, and linguistic minorities and the disability culture as researchers, pedagogists, and collaborators with the skills to train adapted physical educators and general physical educators.

Method: A total of five disabled full-time and five part-time culturally, ethnically, linguistically, and diverse trainees will receive a Ph.D. degree and be nationally Certified Adapted Physical Educators. The four major program goals are to use a research-based, pedagogical approach so trainees will be able to: 1) demonstrate competencies needed to interact effectively with culturally and linguistically diverse learners, particularly learners living in poverty, and their families; 2) conduct family-based and school-based research regarding the impact of quality adapted physical education on learners with disabilities and their families; 3) develop state-of-the-art pedagogical skills and collaboration skills, including the use of technology, to facilitate communication; and 4) prepare trainees to collaborate as part of a transdisciplinary team of parents and professionals to serve students and their families in the most natural environment.

Grant Number: H325E020038

Culturally Responsive Early Intervention in Assistive Technology Training (CREATT)

Project Director: Bridges, Sheila
North Carolina Central University
School of Education
712 Cecil St.
Durham, NC 27707
Voice: 919-530-7299; *Fax:* 919-530-7975
E-mail: bridges@wpo.nccu.edu

Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Lisa Gorove
Voice: 202-260-5045
E-mail: lisa.gorove@ed.gov

Purpose: Culturally Responsive Early Intervention in Assistive Technology Training (CREATT—pronounced "create") is an innovative approach to effective service delivery for young culturally and linguistically diverse (CLD) children with disabilities such as dual sensory, motor, cognitive, and/or communicative disorders. This model training program emulates best practices in early intervention and will train and graduate a total of 30 early intervention specialists in assistive technology (AT).

Method: The strategies of this model program include the following: 1) training professionals from CLD and disabled groups; 2) creating interdisciplinary and transdisciplinary teams of AT early intervention specialists (e.g. speech-language pathology, educational technology, early child development, and other related disciplines); 3) promoting family-centered and culturally responsive service delivery models; 4) providing a research-based curriculum in the classroom and in natural settings (homes, clinics, schools, childcare centers, etc.) that integrates training and practice; 5) providing a high-quality interdisciplinary Master's-level training program, which meets requirements for professional certification and licensure; 6) graduating master clinicians and educators exemplifying a level of cultural competency that supports the needs of culturally and linguistically underserved families of children with low-incidence disabilities; 7) establishing mutually beneficial university, school, and agency partnerships that promote team teaching, interdisciplinary practicum training, and collaboration in diverse settings; and 8) establishing a support network through professional and peer mentorships that increases retention and decreases attrition of culturally and linguistically diverse trainees. It is anticipated that graduate trainees will serve 225 culturally and linguistically diverse children with disabilities in schools, child care centers, and clinics during their first year of clinical practice/teaching and a total of 450 children by the end of their

second year. Graduate trainees will engage in thesis research and will play a critical role in the dissemination of information through professional presentations, parent workshops, and publications.

Grant Number: H325E020061

Project Embrace

Project Director: McSwain, Arletha
Norfolk State University
School of Education
700 Park Ave.
Norfolk, VA 23504-3998
Voice: 757-823-2700; *Fax:* 757-823-8133
E-mail: amcswain@nsu.edu

Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This four-year project, Project Embrace, embraces the issue of recruiting and retaining African American, Hispanic, and Filipino master's-level educators of culturally and linguistically diverse young children with disabilities in inclusive settings.

Method: This project will target and prepare 40 African American, Hispanic, and Filipino educators to obtain the Masters of Art in Pre-Elementary Education with a specialization in Early Childhood Special Education. Priority will be given to males. The project will address the critical shortage of African American, Hispanic, and Filipino master's-level special education teachers in classrooms for children with disabilities in the Virginia public school systems who have the necessary knowledge, skills, attitudes, and understanding of culturally and linguistically diverse young children with disabilities in inclusive settings and the knowledge and skills to foster appropriate access to and achievement in the general education curriculum which is aligned with Virginia's Standards of Learning.

Grant Number: H325E020065

Preparing the Special Education Professoriate of Tomorrow: A Doctoral Program for Expert Competencies in Research and Teacher Education

Project Director: Montague, Marjorie
University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124-2040
Voice: 305-284-2891; *Fax:* 305-284-3003
E-mail: mmontague@miami.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Robert Gilmore
Voice: 202-205-9080
E-mail: bob.gilmore@ed.gov

Purpose: The University of Miami (UM) Ph.D. program will prepare special education doctoral students for research/teaching positions in universities in the United States. The program will prepare 10 special education scholars who will be highly qualified for positions as college or university professors of special education.

Method: This project addresses the increasing need for academic leaders in special education to fulfill all requirements of the professoriate by demonstrating: 1) in-depth knowledge in a specific area of their discipline; 2) excellent scholarship and research skills; 3) high potential for establishing a research program; and 4) exemplary teaching competencies. The project will involve doctoral students in an integrated program of coursework,

research apprenticeships, mentoring, and scaffolded teaching experiences. Trainees will affiliate with one of four focus areas: learning disabilities and reading, behavioral and emotional disabilities, family issues, or special education policy. The three-year doctoral program includes: 1) four doctoral seminars emphasizing the cognitive and psychological foundations of high-incidence disabilities, effective intervention research, family and multicultural issues, and special education policy; 2) a rigorous sequence of courses in research methods, statistics, and qualitative data analysis; 3) mentoring for submitting a student-initiated grant proposal; 4) experience co-teaching a special education course; 5) three rotations on large-scale research or special projects in special education; 6) presentations at regional and national conferences; and 7) a dissertation that will set the stage for their early career research program. Research experience in many related areas (e.g., autism, early childhood special education, adolescent psychopathology) is also available to students in the program through rotations on projects of other participating UM faculty spanning several departments (e.g., Pediatrics, Psychology, Sociology) and representing many different research perspectives. The program will actively recruit students representing the ethnic diversity of South Florida, including individuals of African-American, Haitian, Hispanic, Asian, and Native American descent as well as individuals with disabilities.

84.325G
Center for Educating and Providing Early Intervention Services to Children with Autism and Autism Spectrum Disorders

Grant Number: H325G020003

Center for Training Personnel to Provide Evidence-Based Educational Services to Students with Autism Spectrum Disorders

Project Director: Schwartz, Ilene; Sandall, Susan
University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-616-8177
E-mail: ilene@u.washington.edu

Beginning Date: 1/01/03
Ending Date: 12/31/07

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project creates a center to increase the capacity of local school districts to meet the needs of students with autism spectrum disorders (ASD) through training, materials preparation, and dissemination. The Center is a consortium of professionals dedicated to improving educational services and the quality of life for students with ASD. The five universities and one education institution that make up the consortium represent professionals from across the United States who have had great success in creating positive outcomes for students with ASD and their families and in facilitating change in public schools.

Method: The Center will meet the goal of building capacity through a series of activities, including: 1) synthesizing the extant research data and summarizing evidence-based practices into documents that are accessible to different groups of consumers; 2) implementing in-depth site-based training in geographically diverse model centers across the country, including on-going follow-up and consultation as part of the training; 3) implementing a range of regional and national training opportunities; 4) developing and supporting educational materials for different groups of consumers, including families, teachers, paraprofessionals, and instructors at institutions of higher education who are preparing the next generation of educational professionals; and 5) working with diverse groups of consumers to evaluate training and dissemination efforts and to integrate this feedback into program modifications.

Products: After thorough literature reviews and creation of synthesis documents, the project will begin a series of site-based training activities that will involve over 200 local school districts and all state education agencies. These training activities will be based on the strong foundation of evidence-based practice and will be tailored to meet the needs and unique circumstances of individual trainees. Information and data developed through the Center will be disseminated to consumers through networks that are accessible, that are efficient, and that capitalize on technology.

84.325H
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

Grant Number: H325H000087

Preparation of Bilingual (Spanish-English) Speech-Language Pathologists and Paraprofessionals to Serve Preschool and Elementary-Aged Children with Communication Disorders

Project Director: Wilcox, M. Jeanne
Arizona State University
Dept of Speech and Hearing Sciences
P.O. Box 871908
Tempe, AZ 852871908
Voice: 480-965-9397; *Fax:* 480-965-0965
E-mail: mjwilcox@asu.edu

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This training program will impact present and future needs for well-qualified, Spanish-English bilingual speech-language pathologists (SLPs) and speech-language pathology assistants to serve preschool and elementary-aged school children with speech and/or language disorders.

Method: This training project represents a collaborative effort of Arizona State University, Scottsdale Community College, the Arizona Department of Education/Exceptional Student Services, and five Arizona elementary school districts. The project will provide 16 speech-language pathology trainees with bilingual-emphasis course work, and 20 speech-language pathology assistant trainees with bilingual-emphasis lectures that are integrated within existing course work. The "Speech-Language Pathology Assistant" is a paraprofessional position with students earning an Associate of Applied Science (A.A.S.) degree. The "Speech-Language Pathologist (SLP)" is a professional position with students earning a Master of Science (M.S.) degree. For both training levels, course content is systematically linked to community-based field experiences in school districts serving impoverished children whose primary language is Spanish. All project trainees will develop appropriate levels of expertise in the areas of: 1) Spanish speech and language acquisition; 2) bilingual language acquisition and instructional strategies for second language acquisition; 3) speech and language assessment and intervention with Spanish-speaking and Spanish-English bilingual children; 4) cultural awareness and serving linguistically and culturally diverse children; and 5) collaborative design and delivery of speech and language services. Speech-language pathologist trainees will complete requirements for their Master's degree in communication disorders and, pending completion of their clinical fellowship year, be eligible for ASHA certification in speech-language pathology.

Grant Number: H325H000097

Communication, Language, and Literacy: Improving Personnel Preparation to Serve High Incidence Disabilities

Project Director: Moore, Susan
University of Colorado - Boulder
1511 University Ave., CB 409
Boulder, CO 803090409
Voice: 303-492-5284; *Fax:* 303-492-6491
E-mail: Susan.Moore@Colorado.EDU

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The major goal of this project is to recruit and prepare 24 graduate students over a three-year period in bilingual speech language pathology who will acquire the competencies necessary to work effectively in inclusive settings with educators who serve children with high-incidence disabilities and their families.

Method: This project will recruit, support, and prepare graduate students completing their appropriate endorsements and certifications in a culturally competent, language- and literacy-focused model of service delivery. The model focuses on family-directed, culturally competent consultative services to young children with high-incidence disabilities and their families by working with educators in inclusive education and community-based preschool settings. Preservice level training will target: 1) development of competencies that distinguish disabilities associated with language impairments from language differences for English-language learners; 2) enhancement of language and literacy learning during the preschool years for all children; and 3) culturally competent service delivery that includes direct experience with a family-directed, collaborative, consultation model of team-based interactions in planning and implementation of supports and services in inclusive settings with educators and families. The project will respond to established priorities by: 1) implementing innovative strategies to recruit and train highly qualified students with disabilities and/or from different cultural and language backgrounds, and rural and/or inner city locations; 2) coordinating and expanding existing training in cultural competence, language and literacy learning, second-language acquisition processes and team-based planning with families and collaborative implementation in inclusive settings with preschool educators and community-based resources; 3) developing diverse off-campus practica sites; 4) establishing job-placement/follow-up plans to link graduates with existing openings in inner city and rural locations in Colorado and the surrounding region; 5) evaluating effectiveness of recruitment, training, and follow-up placement; and 6) utilizing information and resources gained from the project to support Colorado State Department of Education efforts to establish policies and procedures relevant to preservice and inservice training for high-incidence populations, including children from different cultural and language backgrounds.

Grant Number: H325H000107

Project Scaffold: Building Reflective, Collaborative, and Cognitive Processes to Prepare Inclusion Personnel

Project Director: Long, Thomas
Catholic University of America
Cardinal Station
620 Michigan Ave., NE
Washington, DC 20064
Voice: 202-319-5218; *Fax:* 202-319-5815
E-mail: long@cua.edu

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: The Department of Education at The Catholic University of America (CUA) and the Lt. Joseph P. Kennedy Institute (JPKI), a community-based provider of services for children and adults with disabilities and a major force fostering inclusion in public and Catholic schools in the metropolitan Washington, D.C., region will develop, test, and refine a new certification/Master of Arts in Special Education program that builds on students' prior preparation in the general early childhood or elementary education curriculum to offer them the potential for dual certification.

Method: This program builds on a research-based cognitive learning and reflective practice model already in place. The project will: 1) address chronic personnel shortages and/or teaching skill gaps in local public and private school systems; 2) develop extensive field-based training opportunities in schools with broad student diversity and in high-poverty schools; 3) recruit trainees from diverse backgrounds and meet their identified content and skill needs; 7) emphasize, throughout the curriculum, issues distinctive to urban, multicultural schools; 8) focus on the skills it takes for personnel to work across their disciplines to improve student outcomes; and 9) focus on processes to ensure a feedback loop that fosters continuous improvement in the personnel preparation program and its management. The partnership with JPKI adds: 1) substantive ties to field-based initiatives with children with special needs; 2) cultural diversity among the larger instructional team; and 3) significant ties to local parent advocates. Over the course of the project's three years, at least 20 students will graduate. Formal agreements have been secured with partner schools from which trainees are nominated or where they complete their field-based experiences to implement inclusion, improved instructional practices that assure students with special needs access to the general curriculum, and school reform/restructuring.

Grant Number: H325H000126

Project EPIC (Educating Paraprofessionals in Our Communities)

Project Director: Hammond, Helen
University of Texas - El Paso
College of Education #707 UTEP
El Paso, TX 79968
Voice: 915-747-7642; *Fax:* 915-747-5755
E-mail: hhammond@utep.edu

Beginning Date: 6/01/00
Ending Date: 5/01/03

OSEP Contact: Victoria Mims
Voice: 202-205-8687
E-mail: victoria.mims@ed.gov

Purpose: The University of Texas at El Paso (UTEP) Department of Educational Psychology and Special Services will conduct a project to help meet the critical shortage and enhance the quality of special education personnel within a western region of Texas.

Method: This project will be implemented in collaboration with school districts and agencies within the El Paso and Hudspeth counties of Texas. This region, which borders Mexico, reflects a unique population of culturally and linguistically diverse individuals, specifically Hispanic residents who comprise approximately 80% of the population. Selected participants will be paraprofessionals who are already employed in child care or school settings with children with disabilities, thus showing evidence of their personal investment to not only their community but also to the field of special education. Specifically, this project will provide preservice training to two targeted groups of professionals who work with children ages three to 21 with high-incidence disabilities. The primary focus of training will be for paraprofessionals who are already employed in special education classrooms and are seeking teacher certification in special education. The second focus of training will be for paraprofessionals who are employed in day care centers, Head Start programs, or preschool programs who wish to pursue a 24-credit endorsement in early childhood special education. Within the three years of the project, Project EPIC will provide personnel preparation to a minimum of 35 individuals seeking a bachelors degree in special education and a minimum of 20 participants pursuing an endorsement in early childhood special education.

Grant Number: H325H010023

Language and Literacy for Diverse Populations: Personnel Preparation of Speech-Language Pathologists to Foster Language and Literacy for Students with High Incidence Disabilities

Project Director: Hyter, Yvette; Nelson, Nickola; Clark, Michael
Western Michigan University
301 Speech Center
Kalamazoo, MI 490085355
Voice: 616-387-8025; *Fax:* 616-387-8044
E-mail: hytery@wmich.edu

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project will increase the supply of fully qualified speech-language pathologists from traditionally underrepresented ethnic/racial or disability groups who are prepared to support the acquisition of oral and written language abilities needed for school success by collaborating with diverse families and educational agencies and serving on interdisciplinary teams to improve service delivery to children, from preschool through adolescence, with high-incidence disabilities residing in poor and underserved urban areas.

Method: The project will: 1) recruit and retain 48 diverse trainees committed to employment in school settings; 2) provide research-based academic and practicum experiences enabling trainees to acquire specialized competencies; 3) partner with education agencies to provide field-based practicum experiences, and work with state and local education agencies to ensure that master's level graduates of all Michigan training programs have experiences in working with preschool and school-age children with high-incidence disabilities; 4) involve trainees in disseminating project information; and 5) assist trainees to find employment serving children with disabilities. Training participants will develop proficiency in: 1) using culturally sensitive methods, 2) providing contextually relevant and nonbiased assessments, 3) providing culturally sensitive intervention strategies to develop language and literacy, 4) using collaborative methods as members of interdisciplinary teams, and 5) demonstrating professionalism for life-long learning.

Grant Number: H325H010092

Interdisciplinary Field-Based Preparation of Personnel Serving Preschool/Primary Children and Families in Culturally/Linguistically Diverse Urban Settings

Project Director: McLean, Mary; Rhyner, Paula; Kennedy, Bonnie
University of Wisconsin - Milwaukee
Dept. of Exceptional Education
P.O. Box 413
Milwaukee, WI 532010413
Voice: 414-229-2213; *Fax:* 414-229-5500
E-mail: mmclean@uwm.edu
Website: http://www.soe.uwm.edu/pages/welcome/Partnerships_and_Projects/Teacher_Preparation_Partnerships/Diverse_Urban_Interdisciplinary _Team_Project

Beginning Date: 12/01/01
Ending Date: 11/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will address three critical areas of need in preservice personnel preparation in special education and related services: 1) the need for personnel from underrepresented populations (including individuals from culturally and linguistically diverse populations, individuals with disabilities, and financially disadvantaged students) to serve preschool/primary children, ages 3-8, with disabilities and their families; 2) personnel

prepared to work with children and families from culturally and linguistically diverse urban settings; and 3) personnel prepared to work within an interdisciplinary model. The project will recruit and prepare personnel from three disciplines to provide services to young children with high-incidence disabilities and their families within an interdisciplinary model: special education, occupational therapy, and speech-language pathology.

Method: During each year, 15 students will be recruited, including 5 students in special education, 5 students in occupational therapy, and 5 students in speech-language pathology. Project faculty will collaborate across the target disciplines, as well as with Milwaukee Public Schools and with family members and community professionals, to carry out the following activities: 1) recruit students from underrepresented groups for the post-baccalaureate and/or master's degree programs; 2) provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; and 3) provide specialized preparation within an interdisciplinary model of service delivery to young children with disabilities and their families who are from underrepresented groups and residing in urban areas.

Grant Number: H325H010097

Preparation of Adapted Physical Educators to Meet the Needs of Children with High Incidence Disabilities

Project Director: McCubbin, Jeffrey A.
Oregon State University
Dept. of Exercise & Sport Science
120 Women's Bldg.
Corvallis, OR 973316802
Voice: 541-737-3256; *Fax:* 541-737-4230
E-mail: Jeff.McCubbin@orst.edu
Website: http://www.hhs.oregonstate.edu/exss/graduate/msd/index.html

Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: This project will support approximately 36 master's degree students in the area of adapted physical education, with specialization in high-incidence populations. Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children aged 3 to 21 years.

Method: The educational curriculum will be a theoretically based, non-categorical approach using best teaching practice. Field-based experiences will include early childhood programs, campus and community-based programs, and transition classes for beyond-high-school-aged students. Trainees will be prepared not only on how to provide physical education for children but also on how to serve as consultants and active members of an educational team. Courses in exercise science, special education, multicultural diversity, and adapted physical education will give project graduates valuable competencies consistent with teaching quality physical education to all children. Full-time as well as part-time students will participate in the project. The part-time student option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes. The project will make an effort to recruit and retain students from underrepresented minority groups, including those with disabilities.

Grant Number: H325H020086

Project GRACIAS — Gaining Readiness and Achieving Competency for Instructing All Students — High Incidence

Project Director: Valle-Riestra, Diana
University of Miami
School of Education
PO Box 248065
Coral Gables, FL 33124-2040
Voice: 305-284-6393; *Fax:* 305-284-3003
E-mail: driestra@umiami.edu

Beginning Date: 8/15/02
Ending Date: 8/14/06

OSEP Contact: Joseph Clair
Voice: 202-205-9503
E-mail: joseph.clair@ed.gov

Purpose: Project GRACIAS (Gaining Readiness and Achieving Competency for Instructing All Students) will prepare individuals at the master's level with the background, interest, commitment, experience, and language competency in early childhood special education (ECSE) to work primarily with young Hispanic children with high-incidence disabilities and their families.

Method: The intensive, interdisciplinary, and collaborative master's-degree program will prepare 30 ECSE teachers who will provide direct services to approximately 420 young children with high-incidence disabilities and their families. Graduates of the program will meet Florida's certification and endorsement requirements.

Grant Number: H325H020106

Campus-Community Collaboration for Preparation of Interdisciplinary Inclusion Facilitators

Project Director: Boone, Harriet A.; Crais, Elizabeth
University of North Carolina - Chapel Hill
School of Education
Peabody Hall CB#3500
Chapel Hill, NC 27599-3500
Voice: 919-962-9371; *Fax:* 919-962-1533
E-mail: haboone@email.unc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/06

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The University of North Carolina at Chapel Hill will offer a collaborative, interdisciplinary program for experienced early childhood interventionists seeking professional licensure and for masters-level students in special education, audiology, and speech and language pathology to prepare them to become inclusion facilitators in community-based settings for young children with diverse abilities and backgrounds and their families.

Method: The project links the Division of Speech and Hearing Sciences in the School of Medicine with the Early Childhood Intervention and Family Support program in the School of Education as well as community-based early childhood intervention programs via joint coursework, seminars, and practica. Interdisciplinary preparation will be provided for 46 students to include full-time graduate students and practicing professionals over the four-year project period. Project participants will learn collaborative consultation skills to fully include young children with disabilities, who are diverse because of language, ethnic, or cultural backgrounds, into community-based programs and activities. The project will also facilitate students' and practitioners' professional development by engaging them in collaborative action research and clinical projects with community-based programs.

Grant Number: H325H020125

Early Childhood Special Education High-Incidence Disabilities Personnel Preparation Program for Master's Level A ECSE Certification and Master's Level ECSE Minor Specialty Training

Project Director: Reilly, AmySue
Auburn University
College of Ed., Dept. of Rehab. & Special Ed.
1228 Haley Center
Auburn University, AL 36849
Voice: 334-844-5943; *Fax:* 334-844-2080
E-mail: reillam@auburn.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Joseph Clair
Voice: 202-205-9503
E-mail: joseph.clair@ed.gov

Purpose: This project will increase the quantity and improve the quality of personnel available to serve children with high-incidence disabilities ages three to eleven.

Method: Two student groups will have the option of taking their program either on campus or via distance education. Group A students (both traditional and 5th year) will earn a Master's degree and a Class A teaching certificate through their graduate program in Early Childhood Special Education (ECSE). A minor in ECSE will be earned by the Group B students who are in General Education (Early Childhood, Elementary, Physical Education), or in Related Services (Speech and Language, School Psychology, Social Work). The project will accomplish the following: 1) recruit, select, retain, and graduate no fewer than 64 students over the course of the four-year project, including 48 graduates with ECSE Master's degree and 14 general education students and related services students completing the ECSE minor (21 of these will be from underrepresented groups); 2) provide all ECSE master's-level students the same curriculum, yet the option for one of two modes of instructional delivery—campus-based vs. distance education; and 3) implement a comprehensive research-based curriculum, comprised of academic course work, field-based projects, and summer learning clinics.

Grant Number: H325H020126

Improving Language and Literacy Outcomes for Children with Communication Impairments in High Poverty Communities

Project Director: Goldstein, Howard
Florida State University
Dept. of Comm. Disorders
Tallahassee, FL 32306-1200
Voice: 850-645-4972; *Fax:* 850-644-8994
E-mail: jwoods@garnet.acns.fsu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will positively impact the critical shortage of speech-language pathologists in the schools in Florida and meet the need to have specialized preparation in the area of language and literacy by providing at least 18 newly trained specialists.

Method: Trainees will develop in-depth knowledge and skills in the following: 1) language and literacy outcomes and interventions for populations at high-risk and with disabilities; 2) influences of family, culture, linguistic diversity, and poverty on education and society; 3) interdisciplinary teamwork and consultation models for effective service delivery in regular classrooms; and 4) assessment methods appropriate for children from

diverse cultural and linguistic backgrounds. During the four years of the project, at least 18 graduate students in communication disorders will acquire the expertise needed to assess children's language and literacy abilities. They will design, implement, and evaluate individualized programs within the school curriculum that will promote functional outcomes in language and literacy (and associated academic and social areas) among children at high risk or with disabilities, and will function as consultants to support families, professionals from regular and special education, and paraprofessionals working directly with the children. Trainees will collaborate weekly with public school personnel in a Professional Development School (PDS) partnership or in other early intervention agencies targeting high-poverty communities to assure that research-validated practices are integrated from the curriculum into reality. This will be achieved through: 1) participation in a 60 semester-hour graduate program emphasizing coursework in language, literacy, and cultural and linguistic diversity; 2) participation in weekly practica and a semester-long internship in early intervention or school-based programs; 3) participation in community outreach, continuing education/staff development activities, and action research with an emphasis on translating research to practice especially in the area of literacy development; and 4) completion of a competency-based program with an emphasis on developing critical thinking skills through cooperative learning and problem-based learning activities via Web-based, interactive projects. Students seeking a master's degree will meet departmental requirements in speech-language pathology. Unique aspects of this project are the following: 1) each student will be mentored by an advanced student in communication disorders and/or an educator from the community from an underrepresented population; 2) family members and community providers will be active participants in the practica/seminars; 3) students will have opportunities to integrate evidence-based practices into home, school, and community settings; and 4) students will learn to function as consultants to support families, professionals from regular and special education, and paraprofessionals who often provide direct intervention in classroom settings and as advocates for individuals with autism.

84.325J
Center to Guide Personnel Preparation Policy and Practice in Early Intervention and Preschool Education (Birth to 5)

Grant Number: H325J020002

Center for Early Childhood Education/Early Intervention Personnel Preparation

Project Director: Bruder, Mary Beth
University of Connecticut Health Center
263 Farmington Ave.
The Exchange - MC 6222
Farmington, CT 06030
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nsol.uchc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/07

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project establishes a Center for Personnel Preparation in Early Childhood Special Education and Early Intervention. The Center will collect, synthesize, and analyze information related to: 1) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families; 2) the quality of training programs that prepare these professionals; and 3) the supply and demand of professionals representing all disciplines who provide both early childhood special education and early intervention services. In addition, individuals affiliated with the Center will use this information to identify critical gaps in current knowledge and to design and conduct a program of research at the national, state, institutional, and direct provider levels to address these gaps. This program of research and policy formation will yield information vital to developing policies and practices at all levels, including institutions of higher education.

Method: The Center will work with an advisory council to focus on issues related to certification and licensure, personnel preparation, and supply and demand. After data have been gathered on these three issues, project staff will work cooperatively with the advisory board and Center consultants to design and implement a series of research studies that will serve to determine the relationships among the three issues as well as the impact of these issues on the education and development of young children with special needs.

Products: The dissemination of findings and results emanating from the Center is a critical component, and dissemination will occur at multiple levels and to multiple audiences. The Division of Early Childhood of the Council for Exceptional Children, a partner in this project, will assist in dissemination and will link with other key professional organizations in multiple venues. The project will also maintain a database of information collected by the Center and will sponsor regional forums to create opportunities for state stakeholder groups to discuss policy and practice changes in their systems of personnel preparation.

84.325L
Interdisciplinary Preservice Programs in Large-Scale Special Education Research

Grant Number: H325L020001

Carolina Interdisciplinary Large-Scale Policy Research Training

Project Director: Harbin, Gloria L.
University of North Carolina - Chapel Hill
FPG Child Development Institute
CB#8185, UNC-CH
Chapel Hill, NC 27599-8185
Voice: 919-962-7369; *Fax:* 919-843-5784
E-mail: gloria_harbin@unc.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: This project will prepare special education doctoral students to conduct large-scale and longitudinal policy studies. The training project will use an interdisciplinary team of faculty from University of North Carolina - Chapel Hill and from research organizations such as SRI across the United States, with considerable experience in large-scale, longitudinal and policy research.

Method: Predoctoral (individuals who have completed all course work) and postdoctoral fellows from relevant disciplines will attend an intensive eight-week session. Fellows will: 1) gain knowledge and competencies needed to improve their skills in conducting large-scale research; and 2) understand the policy context in which these studies are conducted, and in which special education and early intervention reforms are recommended. Each fellow will then be required to develop a proposal to conduct secondary analyses of a large-scale dataset, which will be reviewed and approved by an interdisciplinary faculty research team, including both the Frank Porter Graham Institute and its partners. Each fellow will then participate in a ten-month research apprenticeship with a mentor, who is associated with the large-scale research effort, in order to carry out the study proposed by the fellow. Fellows will remain connected during the research apprenticeship via the Internet, including a chat room to address issues encountered.

Products: The flexibility of the training modules will allow them to be incorporated into existing courses, to be used as independent studies, or to be added as new courses to the doctoral training curriculum. Training modules will be put on a CD-ROM and posted on the project's website which will be accessible to persons with disabilities.

Grant Number: H325L020002

Policy Leadership Training in Conducting Large-Scale Special Education Research

Project Director: McLaughlin, Margaret J.
University of Maryland
1308 Benjamin Building
College Park, MD 20742-1161
Voice: 301-405-6495; *Fax:* 301-314-9158
E-mail: mm48@umail.umd.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: This project will support doctoral students and post-doctoral fellows to conduct large-scale research in special education. The program builds upon and expands the current program to prepare doctoral students with exceptionally strong skills in research and special education policy. The program incorporates high quality inter-disciplinary coursework with extensive opportunities to participate in the design and conduct of large-scale research in special education through internships and post-doctoral fellowships.

Method: This project will accomplish these four objectives: 1) provide a comprehensive array of coursework that addresses large-scale methodologies and provides opportunities for doctoral students and post-doctoral fellows to pursue a cross-disciplinary program of research and study; 2) provide opportunities to carry out research activities under the mentorship of senior researchers at the University of Maryland and collaborating organizations and to conduct individual research projects that involve secondary analyses of data obtained through national assessment studies; 3) recruit, select, and retain applicants for both doctoral programs and post-doctoral fellowships from diverse backgrounds and experience; and 4) assist doctoral trainees and post-doctoral fellows in designing a personalized course of study and research activities, and provide formal mentoring and future employment planning in research settings. The program will prepare researchers who: 1) can conceptualize and design studies that utilize large-scale research methodologies; 2) can perform additional analyses on data from existing databases resulting from previous national studies in assessment and other relevant areas; 3) can comprehend, synthesize, and critically evaluate research findings from special education literature and related disciplines; 4) are familiar with a wide range of computer software programs designed to facilitate the analysis of both quantitative and qualitative data; 5) are knowledgeable about state and federal regulations in education, and emerging issues in education policy, and practice; 6) are knowledgeable about the data requirements of federal statutes and regulations such as No Child Left Behind and the Individuals with Disabilities Education Act; 7) are proficient in oral and written communication skills and able to communicate research findings to diverse audiences; 8) are knowledgeable about a variety of traditional and emerging information technologies including the Internet and Intranet, electronic mail, and electronic list server management; and 9) are able to work independently and manage varied and difficult tasks relating to the management of large-scale research studies.

84.325N
Projects of National Significance – Nondirected

Grant Number: H325N000055

Innovations: Training Service Providers to Work with Infants Who Have Multiple and Low-Incidence Disabilities — An Inservice Model

Project Director: Chen, Deborah
California State University - Northridge
Dept of Special Education
18111 Nordhoff St.
Northridge, CA 91330-8265
Voice: 818-677-4604; *Fax:* 818-677-7804
E-mail: deborah.chen@csun.edu
Website: http://www.csun.edu/~hfedu009/innovations

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: This project is an innovative inservice training method for service providers working with infants who have multiple and low-incidence disabilities. The project will develop training modules delivered through distance education methods to assist service providers in supporting caregiver interactions and in meeting the infants' intensive intervention needs within daily activities.

Method: Training modules will provide essential information on infants who have multiple and low-incidence disabilities and their families along with information on motor, vision, hearing, communication, and adaptive development. The training will focus on strategies to gather information about an infant's learning needs and the family's priorities and to design and implement meaningful interventions in the home and other natural environments. Modules will be delivered through regional trainings, online instruction, and home study packages. Modules and exemplar cases will include strategies for collaborating with families who have diverse child-rearing practices and for increasing communication with families who use languages other than English.

Products: Products will include a programmed Web-based archive of the training content, including resources and interdisciplinary training modules with problem-solving cases and learning activities. Training materials will be developed in various formats: online, print, closed-captioned video, and CD-ROM. The project is intended to result in: 1) the validation of a distance-delivery inservice model using training modules, 2) a website and other instructional resources and materials for training service providers, 3) an increase in qualified service providers and local capacity, and 4) improved early intervention services to infants with multiple and low-incidence disabilities and their families.

Grant Number: H325N000058

Early Intervention in Natural Learning Environments: A Model to Build Capacity across State Systems

Project Director: Bruder, Mary Beth
University of Connecticut
Health Center
School of Medicine, Dept. of Pediatrics, 263 Farmington Ave., MC 6222
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nso1.uchc.edu
Website: http://www.uconnced.org/national/national.htm

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will use the findings from an early education program for children with disabilities (the data from which supports a reconceptualization of early intervention) to develop, implement, and evaluate a training model on the use of natural environments in early intervention.

Method: The project model will encompass both inservice and preservice materials and activities to support individual states' comprehensive systems of personnel development (CSPD). The training audiences are Part C coordinators, CSPD coordinators, higher education faculty, program administrators, service providers, and families. The training content will include assessment, individualized family service program development, intervention, and evaluation techniques. The training materials will include workbooks, training manuals, course syllabi, and slide presentations for illustrating each phase of early intervention.

Products: Training activities will be disseminated via the products developed by the project: the workbooks, manuals, syllabi, and workshop presentation packages. Electronic technologies will be used for both training and dissemination, thus enhancing the impact of the model. Early intervention programs in nine states will participate in the project during its first two years; afterwards, the model will be disseminated nationally. Approximately 5,000 people nationally are expected to be impacted by the model.

Grant Number: H325N010022

Meeting the Challenge: Building Capacity of Early Care and Education Providers

Project Director: Hanline, Mary Frances; Woods, Juliann; Wetherby, Amy; Fox, Lise
Florida State University
Special Education, 205 Stone Bldg
Tallahassee, FL 32306-4459
Voice: 850-644-4880; *Fax:* 850-644-8715
E-mail: mhanline@garnet.acns.fsu.edu; jwoods@garnet.acns.fsu.edu

Beginning Date: 8/01/01
Ending Date: 7/31/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Professionals in Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) have expressed pervasive concerns about their ability to educate and support young children with challenging behavior. The challenges associated with promoting the active participation and skill development of children who engage in socially isolating or harmful patterns of problem behavior often result in the exclusion of these children from community-based early childhood programs and may make providing services in natural environments seem overwhelming to service providers. In this project, instructional modules that employ problem-based learning components will be developed, evaluated, and disseminated. These modules will be designed to

provide both preservice teacher educators and inservice instructors with instructional technology and content that can be used within preservice coursework or as discrete inservice workshops.

Method: The following six modules will be developed: 1) Promoting Communication and Social Skill Development; 2) Problem Behavior Has Meaning; 3) Positive Behavior Interventions and Supports; 4) Teaching Skills in Natural Environments; 5) Supporting Families; and 6) Providing Collaborative Consultation to Support Children with Challenging Behaviors. These instructional modules will be available in multiple formats including an instructional DVD, a multimedia package including VHS tapes and Powerpoint slides, and a project Web page. The instructional modules will be developed in partnership with families and community programs to ensure the inclusion of "real world" case studies and video vignettes. Each instructional module will be implemented and field tested within multiple preservice education courses and inservice programs in multiple, geographically and ethnically diverse states. The modules will be evaluated for implementer satisfaction, participant satisfaction, knowledge acquisition, and effects on professional practice, prior to national dissemination.

Products: National dissemination will occur through conference presentations, publications in professional journals, and the program website. In addition, a special workshop will be held the third year of the project for staff development specialists to increase dissemination and replication impact nationwide. Dissemination activities will target multiple disciplines through relevant professional organizations.

Grant Number: H325N010027

Natural Allies: Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments

Project Director: Catlett, Camille; Winton, Pamela
University of North Carolina - Chapel Hill
CB #8185
Chapel Hill, NC 27599-8185
Voice: 919-966-6635; *Fax:* 919-843-5784
E-mail: camille@unc.edu; pam_winton@unc.edu
Website: http://www.fpg.unc.edu/~scpp/nat_allies

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Natural Allies will develop, implement, evaluate, and disseminate a model that will yield change and improvement in community college coursework and practical experiences related to serving young children with disabilities in inclusive natural environments.

Method: Salient features of the Natural Allies implementation plan include: 1) working with family members, adults with disabilities, early childhood faculty, early childhood teachers, early interventionists, and state agencies in eight states to identify priorities for change in early childhood teacher preparation; 2) providing instructional resources and educational experiences, including a four-day intensive institute designed to address individual and state priorities, to interprofessional teams of faculty, community, family, and state agency representatives; 3) facilitating the development of state and individual action plans for improving the quality of community college preparation; and 4) providing technical assistance over an 18-month period in support of the action plans. The project is based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation at individual, program, and state levels. Values of the project include building on existing resources and expertise, campus-community collaboration, and team-based, ecological approaches.

Products: The project will result in a model that will improve community college preparation of individuals serving young children with disabilities in inclusive natural environments. Other outcomes will include: 1)

increased knowledge and skills of community college faculty related to using innovative instructional approaches for infusing exceptionality and early intervention content in their instructional programs; and 2) enlarged capacity of community colleges to prepare students for instructional and supervisory roles in natural environments serving all young children with families.

Grant Number: H325N010050

Virtual Assistive Technology University

Project Director: Kimball, Walter
Spurwink Institute
899 Riverside St.
P.O. Box 3930
Portland, ME 04104
Voice: 207-871-1204; *Fax:* 207-879-6164
E-mail: instituteinfo@spurwink.org
Website: http://vatu.usm.maine.edu

Beginning Date: 4/01/02
Ending Date: 9/30/03

OSEP Contact: Ray Miner
Voice: 202-205-9805
E-mail: raymond.miner@ed.gov

Purpose: Virtual Assistive Technology University (VATU) will stimulate systemic change and transform the preparation of educators to integrate and use assistive technology, specialized software, Web accessibility, and universally designed curriculum with children and youth, ages 3 through 21, who have disabilities.

Method: During the three years of the project, concurrent training will be provided to more than 200,000 educators, including: 1) general education teacher educators; 2) special education teacher educators; 3) general education teachers; 4) special educators; 5) future general education teachers; and 6) future special educators. Using an innovative approach that combines concurrent training, Web-based professional development, and on-line resources, VATU will: 1) build on the combined resources of experts who are on the cutting edge of Internet-based professional development; 2) address the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 that mandate the consideration of assistive technology and assistive technology services; and 3) conduct research that investigates a model of special education personnel preparation that utilizes on-line communities, highly interactive Web-based courses, and on-line resources.

Products: VATU will use intensive electronic, print, and in-person approaches to the dissemination of training to more than 200,000 educators.

Grant Number: H325N020013

National Individualizing Preschool Inclusion Project: A Project of National Significance

Project Director: McWilliam, Robin
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Ctr, CB#8180
Chapel Hill, NC 27599-8180
Voice: 919-966-7485; *Fax:* 919-966-7532
E-mail: Robin_McWilliam@unc.edu

Beginning Date: 7/01/02
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Despite considerable research on inclusion in the preschool years, the need still exists for a model that is specific enough to consist of preferred practices yet broad enough to be applied for individual children in

different settings. Capitalizing on a model that has been developed and demonstrated through a previous project, this project will implement the model in various settings, and will establish partnerships with states for inservice training, institutions of higher education for preservice training, and direct-service programs for implementation.

Method: The Individualizing Inclusion approach hinges on three critical components: 1) functional intervention planning, 2) integrated therapy, and 3) embedded intervention. Functional intervention planning is carried out principally through a "routines-based assessment," featuring an interview of the family and the teaching staff. Integrated therapy consists of provision of occupational therapy, physical therapy, speech language pathology, and early childhood special education. Embedded intervention involves the use of proven instructional principles, especially incidental teaching, in the context of developmentally appropriate activities. An innovation of the Individualizing Inclusion Project is to base its activities on networks: 1) a network of demonstration-and-training sites will be developed constituting programs providing direct services to children; 2) a network of institutions of higher education will be developed to assist in the development of modules and syllabi and to implement and evaluate these training products; 3) a network of states and their technical assistance projects will be developed to assist in the development, implementation, and evaluation of inservice and technical-assistance products. Once they have been developed, the three networks will be connected and expanded so that, ultimately, large networks of demonstration-and-training sites, institutions of higher education, and state agencies will work together to implement and evaluate the Individualizing Inclusion approach.

Products: The project will develop manuals, modules, and syllabi and will cosponsor a four-day institute each year.

Grant Number: H325N020065

TAPS Model: Team Approach to Paraeducator/Supervisor Professional Development

Project Director: Deardorff, Pamela
Western Oregon University
Teaching Research Division
345 N. Monmouth Ave.
Monmouth, OR 97361-1394
Voice: 503-838-8780; *Fax:* 503-838-8150
E-mail: deardop@wou.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The Early Childhood Department at Western Oregon University's Teaching Research will develop, evaluate, and disseminate an innovative model for an improved training approach that will address the national need for early intervention/early childhood special education (EI/ECSE) supervisors to provide ongoing supervision and professional development for paraeducators in a collaborative format.

Method: A competency-based curriculum will be developed related to national paraeducator standards, which will be implemented using a self-directed training format with onsite follow-up for both paraeducators and their supervisors. The TAPS Model will be field tested in five EI/ECSE programs in Oregon and one in Nevada. The model is a blueprint for ongoing professional development and will be based on recommended practice in adult education, case study methodology, and early intervention practices. This model will enable EI/ECSE paraeducators to develop improved skills in providing services to children and families with disabilities and to access training that is individualized and accessible in their work site. Materials and training procedures will be developed and implemented to enable others to replicate the TAPS Model.

Grant Number: H325N020070

HERITAGE: Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways

Project Director: Rowan, Lori; Glover, Barbara
Utah State University
College of Education ComD/DE
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5588; *Fax:* 435-797-5580
E-mail: lorir@coe.usu.edu

Beginning Date: 8/01/02
Ending Date: 7/31/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: Project HERITAGE (Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways) will develop, evaluate, and disseminate an innovative model to provide professional development to early interventionists in delivering effective services to grandparents raising grandchildren with disabilities who are age birth to three years.

Method: The project activities include: 1) establish partnerships to assure that all components of the model have broad applicability; 2) develop case/problem-based training modules; 3) develop inservice training strategies using technology; 4) implement the model with early interventionists through group and individual training; 5) evaluate the effectiveness of the ANGELS training model; and 6) disseminate results of Project ANGELS nationally. Presenters with expertise in legal issues, mental health, social work, early intervention, and adult learning issues related to grandparent families will provide ongoing training without the necessity of being onsite. The training model will be developed, implemented, and evaluated in collaboration with the states of California, Michigan, Tennessee, and Utah. The project design enables it to be easily incorporated into state Comprehensive System of Personnel Development trainings.

Products: To meet the training preferences of early intervention programs, two options will be made available: 1) group training using DVD technology and print materials; and 2) individual training using DVD technology, print materials, and online Internet support that includes chat rooms and e-Group.

Grant Number: H325N020075

Project LEAD

Project Director: Harbin, Gloria L.
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Center
CB#8185
Chapel Hill, NC 27599-8185
Voice: 919-962-7369; *Fax:* 919-843-5784
E-mail: gloria_harbin@unc.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will create a comprehensive model for developing leadership skills in community program administrators who administer service delivery programs to young children between birth and six years of age, especially those children with risks, delays, or disabilities.

Method: This leadership development model will: 1) increase capacity of local administrators; 2) increase capacity of states to provide ongoing and systematic leadership training; 3) develop an infrastructure which will utilize

multiple training strategies, including the Internet, conference presentations, workshops, and a Leadership Academy which will provide intense and in-depth training over the course of the year for a select group of administrators; 4) increase capacity of university faculty and university training programs; and 5) utilize and coordinate existing resources for leadership development. Concepts and theories that will undergird the training content and strategies include: ecological theory, inclusion, cultural sensitivity, system theory, systems change, community of learners theory, community development theory, mentoring, and peer coaching.

Products: This leadership development model will increase knowledge and skills of program administrators in six broad areas: 1) research-based practices regarding child learning and development; 2) administration; 3) human resource management; 4) policies and politics; 5) collaborative systems; and 6) conceptual leadership. The project will develop a minimum of ten modules, which include Web-based learning experiences. Other products that will be developed to improve both preservice and inservice training include: 1) a set of validated competencies for early intervention program administrators; 2) a tool to access training strengths and needs; 3) a multidimensional Comprehensive System for Personnel Development training plan; 4) a national registry of leadership developers and resource materials; and 5) an interactive website.

84.325Q
Center to Inform Personnel Preparation Policy and Practices in Special Education

Grant Number: H325Q000002

Center on Personnel Studies in Special Education (COPSSE)

Project Director: Sindelar, Paul; Brownell, Mary T.
University of Florida
Dept of Special Education
G-315 Norman Hall
Gainesville, FL 32611
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: pts@coe.ufl.edu; mbrownell@coe.ufl.edu
Website: http://www.coe.ufl.edu/copsse

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Helen Thornton
Voice: 202-205-5910
E-mail: helen.thornton@ed.gov

Purpose: This project, the Center on Personnel Studies in Special Education (COPSSE), is a research and dissemination project focused on the problem of providing adequate numbers of qualified professionals for special education and other disciplines that serve students with disabilities.

Method: The research content of the Center is organized into three areas: certification and licensure, professional preparation, and supply and demand. The project has three phases: conducting a "tiered" synthesis of relevant research, developing and prioritizing research questions, and designing studies to address them. The research program will be reviewed and approved by a panel of design and evaluation specialists. In the second phase, studies will be conducted, data analyzed, and findings organized and synthesized according to a conceptual framework. Policy implications and dissemination strategies will also be developed. In the final phase, a policy and dissemination panel will review and approve the plan and disseminate it through an extensive network of professional organizations and other dissemination outlets.

TECHNICAL ASSISTANCE AND DISSEMINATION

84.326A
Linking Policy and Practice Audiences with the 1997 Amendments of IDEA

Grant Number: H326A980004

Family and Advocates Partnership for Education

Project Director: Goldberg, Paula F.; Jordan, Dixie
PACER Center, Inc.
8161 Normandale Blvd.
Minneapolis, MN 55437-1044
Voice: 952-838-9000; *Fax:* 952-838-0190
E-mail: pgoldberg@pacer.org
Website: http://www.fape.org/

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: PACER Center will establish the Families and Advocates Partnership for Education as a strong partnership linking together families, advocates, and self-advocates to focus on the implementation of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, including Part C. This partnership, representing the needs of 5.8 million children with disabilities, focuses on the target audiences of students receiving special and general education, their family members, and disability advocacy organizations. The goals of the project are: 1) to inform and provide support to families and advocates through a partnership among families and disability organizations; 2) to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing the involvement of parents and disability advocates in children's programs; and 3) to maintain effective and efficient networking, marketing, and outreach activities that ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels.

Method: To achieve the first goal, the project will link with over 1,500 advocacy organizations around the nation representing children in special education as well as those in regular education. A group of 11 core partners will be actively involved in developing a coordinated system of communication to facilitate information exchange, promote networking, leverage resources, and ensure that families and advocates across the nation have a voice in the implementation of the IDEA Amendments of 1997. To achieve the second goal, each core partner will identify strategies to reach underserved and underrepresented families and advocates to ensure that they receive appropriate and up-to-date information on best practices as well as to provide feedback to researchers. To achieve the third goal, the project will provide representation and continual input from families and advocates to the Linking Policies and Practices (LPP) Coordinating Committee. Core partners will identify additional national and community groups, including business partners, who are stakeholders in the education of children to become a part of the partnership and provide outreach to families and advocates. The 11 core partners include: 1) the National Technical Assistance Alliance for Parent Centers, which coordinates technical assistance delivery to all 78 federally funded IDEA parent and information centers, including the Community Parent Resource Centers, in the U.S. through four regional centers; 2) Federation of Families for Children's Mental Health (FFCMH), a national parent-run organization for families of children with emotional, behavioral, or mental

disorders; 3) Academy for Educational Development (AED), which operates the National Information Center for Children and Youth with Disabilities (NICHCY), the National Transition Alliance, the Federal Resource Center for Special Education, the National Institute for Work and Learning, and other projects, which reach over 80,000 parents and advocates annually; 4) the Center for Law and Education (CLE), a national advocacy organization dedicated to improving the quality of education for all children and youth, particularly those from low-income families, which operates three national projects: Title I and School Advocacy Reform Project, Vocational Education High School Reform Project, and Educational Rights for Students with Disabilities; 5) Family Voices, a grassroots national network speaking on behalf of the 12.6 million children with special health care needs in the U.S.; 6) National Down Syndrome Congress (NSDC), which has 600 parent groups in all 50 states and over 10,000 members; 7) National Council on Independent Living (NCIL), which provides information and assistance to more than 450 Centers for Independent Living in every state; 8) National Coalition for Parent Involvement in Education (NCPIE), which is a coalition of over 70 national organizations that have been working together to foster family, school, and community partnerships, and which represents the leaders in regular education and has the potential to disseminate information to 3 million people; 9) National Indian Child Welfare Association (NICWA), which assists American Indian families on reservations and throughout the country and provides information on policies and legislation, training, and technical assistance to all tribes including information regarding schools and IDEA; 10) Fiesta Educativa, which assists Latino and Spanish-speaking families in urban and rural areas; and 11) National Association for Parents of the Visually Impaired, which has members in every state.

Products: An ongoing needs assessment among the core partners will provide continual input from families and advocates. Information will be provided through the latest technology, including a partnership website, e-mail, yearly train-the-trainers conferences on IDEA, standardized curricula, and a toll-free information number for technical assistance to families. Core partners will provide a yearly work plan that outlines a needs assessment, communication strategies with constituents, and an outreach plan to ensure that the needs of underserved and underrepresented families and advocates are heard. Over 1 million families, advocates, and self-advocates have the potential to be reached each year. The project will identify existing databases on best practices and develop a new database on the World Wide Web, and will provide information and linkages for research projects. A team of experts will provide technical assistance for a broad-based media and marketing campaign to promote public awareness of the 1997 IDEA Amendments and improved outcomes for children.

Grant Number: H326A980005

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD) Partnership

Project Director: Marsal, Linda
Council for Exceptional Children
1110 N. Glebe Rd., Suite 300
Arlington, VA 22201-5704
Voice: 703-264-9497; *Fax:* 703-264-1637
E-mail: lindam@cec.sped.org
Website: http://www.ideapractices.org

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The vision of the ILIAD is three-fold: 1) to provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the U.S.; 2) to assure responsive systems are in place for facilitating implementation of IDEA '97; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities. The eight goals of this project are the following: 1) increase the

knowledge of local administrators (primarily principals, local directors of special education and pupil personnel, early childhood coordinators, superintendents, and curriculum supervisors) about the range of options for meeting the legal requirements of IDEA 97 Amendments and regulations through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts (reaching at least 100,000 administrators); 2) establish a technical assistance/materials development and evaluation process, creating high quality products, explanations of legal requirements, and strategies for enhancing site-based management of IDEA in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams and IDEA Spotlight Implementation Sites; 4) provide guidance to administrators in at least 4,000 districts concerning school-wide models for implementing IDEA, including recommendations for positive behavioral supports, accommodations, fully supported inclusion, due process procedures, assessment, assistive technology, accessing the general education curriculum, collaboration among general and special educators, interagency fiscal coordination, enhanced family involvement, and other areas; 5) prepare state and local representatives and establish rapid-response systems (including website information and discussion groups, and ultimately at least 6 regional cadres of cross-disciplinary trainers); 6) promote site-based IDEA leadership models with effective administrator/staff leadership, professional development activities, and collaboration among principals and Directors of Special Education and general and special educators in at least 4,000 school districts; 7) develop an IDEA Administrator's Resource Network of at least 100 administrators to match needs with leaders and emerging experts; and 8) assure that models and mechanisms are in place for continual improvement and ongoing support.

Method: The Council for Exceptional Children (CEC), the Council for Administrators in Special Education (CASE), the National Association of Secondary School Principals (NASSP), the Urban Special Education Learning Collaborative (USELC), the National Alliance of Black School Educators (NABSE), the American Association of School Administrators (AASA), and the Council of Great City Schools (CGCS) will work cooperatively with other associations to address the needs of their members and other administrators regarding the implementation of the IDEA Amendments of 1997. Through this partnership, and the relationship with the other Linking Policy and Practices (LPP) Partnerships and the LPP Coordinating Committee, the project will provide local administrators with the knowledge and skills they need to guide implementation of the changes that IDEA '97 requires. The Linking Policy and Practices Coordinating Committee (LPPCC) will: 1) provide technical assistance and develop materials to assure clarity, practicality, accuracy, consistency of messages, and efficient use of resources across the partnerships; 2) provide partnerships with timely information, including information on pertinent research; 3) implement an expert review process reviewing materials for technical accuracy, practicality, and clarity; 4) implement a joint marketing, training, outreach, and dissemination plan; and 5) conduct a communications campaign highlighting the implementation of research-based practices to increases public awareness of effectiveness and outcomes of those practices. To implement the ILIAD, primary and associate partners will form an affiliation of fluid, cross-functional teams to enhance project decision making, problem solving, and resource development. The project goals will be operationalized in the following phases: Phase 1: Developing & Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality & Program Improvement; and Phase 4: Establishing Models for Continual Support and Improvement.

Products: By the year 2003, the project will result in: 1) students with better access to the general education curriculum, 2) special education teachers and other service providers collaborating in an educational environment that is supportive of their needs for both professional development activities and for timely information disseminated in multiple formats, and 3) administrators with information, strategies, and supports to assist them in their roles in implementing IDEA '97. The project includes four major components supporting local administrators' roles in implementing IDEA '97: 1) materials development and information dissemination, 2) the creation of rapid-response systems using cross-association networks through collaboration with six implementation sites, 3) use of multiple electronic linkages, and 4) leadership and capacity development within school districts. The project will provide multimedia materials to every elementary, middle, and secondary school and a substantial

number of early intervention programs in the U.S., and create a critical mass of school districts that are implementing effective, research-based instructional practices. Technical assistance will be provided to individual schools and school districts through a mechanism which allows for site-based management and control: regional cadres of cross-disciplinary trainers will provide technical assistance through satellite broadcasts, website discussion groups, videotape vignettes, on-site consultations, and state, local, and national presentations, with at least one event each quarter throughout years 1-5. It is anticipated that for each project year, one multimedia package, one trifold brochure, and five to eight medium-sized (10-15 page) documents or equivalent will be produced.

Grant Number: H326A980006

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)

Project Director: Marsal, Linda
Council for Exceptional Children
1110 N. Glebe Rd., Suite 300
Arlington, VA 22201-5704
Voice: 703-264-9497; *Fax:* 703-264-1637
E-mail: lindam@cec.sped.org
Website: http://www.ideapractices.org

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The vision of ASPIIRE is three-fold: 1) to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States; 2) to assure that responsive systems are in place for facilitating implementation of IDEA; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

Method: The Council for Exceptional Children (CEC), the National Education Association (NEA), the American Federation of Teachers (AFT), the American Occupational Therapy Association (AOTA), the National Association of Educators of Young Children (NAEYC), the CEC Division for Early Childhood (DEC), the National Association of School Psychologists (NASP), the American Speech-Language-Hearing Association (ASHA), and the American Vocation Association (AVA) will work with other national associations to facilitate the implementation of IDEA and effective instructional practices for young children and youth with disabilities. To implement ASPIIRE, primary and associate partners, building upon their existing resources and established networks, will form an affiliation of fluid, cross-functional teams to enhance project decision-making, problem solving, and resource development. ASPIIRE's goals will be operationalized in the following phases: Phase 1: Developing and Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality and Program Improvement; and Phase 4: Establishing ASPIIRE Models for Continual Support and Improvement. The project will collaborate with other Linking Policies and Practices (LPP) Partnerships and the LPP Coordinating Committee to enhance outreach and widespread dissemination to the 3 million educators and related service professionals throughout the U.S.

Products: By the year 2003, students will have better access to the general education curriculum, and special education teachers and other service providers will collaborate in an educational environment that is supportive of their needs for professional development activities and for timely information disseminated in multiple formats.

Grant Number: H326A000001

The Policymaker Partnership

Project Director: East, Bill; Cashman, Joanne
National Association of State Directors of Special Education, Inc.
1800 Diagonal Road, Suite 320
Alexandria, VA 22314-2840
Voice: 703-519-3800; *Fax:* 703-519-3808
E-mail: jcashman@nasdse.org
Website: http://www.ideapolicy.org

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: The goal of this project is to enhance the capacity of policy makers to act as informed change agents in improving educational results for children with disabilities. The National Association of State Directors of Special Education (NASDSE) will continue the Policymaker Partnership for Implementing IDEA '97, a project that links policymakers as partners working together to contribute to the successful implementation of the IDEA 1997 Amendments, thereby improving educational results for children with disabilities. The project will continue to conduct the four strategic objectives: 1) to develop and implement collaborative processes for the operation of the Partnership Coordinating Committee (PCC) and the Policymakers' Partnership (PMP) that will sustain all partnerships beyond the term of the project; 2) to engage, with other Partnership Coordinating Committee (PCC) members, in a communication/marketing/media campaign that demonstrates positive educational results for children with disabilities based on research and best practices; 3) to develop cross-partner exploration of IDEA issues, capture the interchange in policy-relevant products, disseminate essential implementation information based on research, and meet the identified needs of PMP constituent groups; and 4) to develop and sustain information, technical assistance, and support networks within and across partnerships, including primary partners, supporting partners, linking partners, OSEP, the other IDEA Partnerships, and consumers.

Method: This partnership is operating among associations and other entities so that they can contribute to the successful implementation of IDEA, including Part C. The Policymaker Partnership provides represented constituency groups with research-based information, support, and technical assistance that will assist in: 1) reviewing and revising policies addressing the education of students with disabilities to align them with goals of IDEA '97; 2) developing systems change strategies for implementing IDEA '97 in the context of general education reform; and 3) administering and managing systems change for implementation of IDEA '97 over time in the context of general education reform. The PMP works within and across the other three partnership audiences along with the Coordinating Committee in order to comprehensively assist and support all partnerships. The primary audiences for the Policymaker Partnership are governors, general/special education policymakers, curriculum developers, mental health agencies, university administrators, and faculty who enact legislation, promulgate rules, and/or oversee the implementation of special education and related services to infants, children, and youth with disabilities within school and early intervention programs.

Products: A policy partnership that focuses on the information and technical assistance needs of these key groups will improve implementation of IDEA '97 by focusing policymakers on the impact of policy decisions on students with disabilities. The work of the primary, supporting, and linking partners is pursued through cross-partner communication including, meetings, retreats, electronic communication and response channels, private website links, and monthly print updates.

84.326B
Urban Inclusion Technical Assistance Center

Grant Number: H326B020002

The National Institute for Urban School Improvement: Inclusive Schools - Good for Kids, Families, and Schools

Project Director: Kozleski, Elizabeth
University of Colorado - Denver
School of Education
CCEL, Campus Box 193, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-3990; *Fax:* 303-556-6142
E-mail: elizabeth_kozleski@ceo.cudenver.edu

Beginning Date: 10/15/02
Ending Date: 10/14/07

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: The mission of the National Institute for Urban School Improvement is to partner with the Regional Resource Centers (RRCs) to develop powerful networks of urban local education agencies (LEAs) and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices.

Method: Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports. The project will accomplish the following: 1) continuous improvement by increasing knowledge and understanding through evaluation of current practice, change efforts, and impact; 2) research and development, by synthesizing and expanding research in inclusive practices; 3) professional development through regional technical assistance plans and collaborative work with leading urban districts focusing on research-validated practices in early intervention, reading, behavior, and universal design; 4) networking and dissemination by engaging national discourse in urban, professional practice and policy communities on improving educational outcomes; and 5) participatory and multi-method evaluation through engaging sites in examining patterns in the impact of change efforts on the placement and outcomes for students with severe disabilities and their general education peers in participating sites.

Products: The National Institute will be networked to nearly 3,000 professional and family organizations and leaders who focus their efforts on improving outcomes for students in urban schools. Ongoing threaded discussions, Web-based school improvement tools, site-based progress, on-line action research groups, and other networking activities will be hosted on the Institute's website.

84.326D
Center on Dispute Resolution

Grant Number: H326D980002

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

Project Director: Peter, Marshall
Direction Service, Inc.
P.O. Box 51360
Eugene, OR 97405-0906
Voice: 541-686-5060; *Fax:* 541-686-5063
E-mail: mpeter@directionservice.org
Website: http://www.directionservice.org/cadre

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), will provide information, training, and technical assistance (TA) to states, schools, parents, and teachers to enable them to resolve disputes through more expedient and less confrontational means, including mediation.

Method: CADRE is composed of leading individuals and organizations in the field whose expertise and experience will be used to provide efficient, effective, and high quality TA to diverse stakeholders. Extensive use of electronic technology, including Internet and World Wide Web-based services, will reach clientele with high quality information and TA. Regional training, telephone information services, conference presentations, and dissemination of print documents will provide services to those who do not have Internet access.

Products: CADRE's TA will increase awareness about the use of a range of alternative dispute resolution procedures to motivate parents, schools, and states to use appropriate resolution procedures to identify and resolve differences. The project will work to stimulate and support state and local efforts to resolve differences as early and as effectively as possible. TA delivery will be built around the needs of states, local systems, and individuals and will involve these stakeholders in the planning, development, implementation, and improvement of project activities, products, and services.

84.326E
Technical Assistance Center on Disproportionate Representation of Culturally/Linguistically Diverse Students in Special Education

Grant Number: H326E020003

The National Center for Culturally Responsive Educational Systems and Evidence Based Practice: At the Intersection of Disability, Class, Ethnicity, Culture, and Language

Project Director: Kozleski, Elizabeth
University of Colorado - Denver
Campus Box 193, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-2717; *Fax:* 303-556-4479
E-mail: Elizabeth_Kozleski@ceo.cudenver.edu

Beginning Date: 11/01/02
Ending Date: 10/31/07

OSEP Contact: Grace Zamora Duran
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: The Center for Culturally Responsive Educational Systems and Evidence-Based Practices will support state education agencies (SEAs) and local education agencies (LEAs) in their efforts to effectively address and reduce incidences of disproportionate representation of minorities in special education resulting from inappropriate or ineffective educational practices. The Center will build on the findings and recommendations of the National Research Council, reports, and other literature so that students, families, practitioners, policy makers, and researchers can coalesce around scientifically based interventions and strategic improvements in practice and policy to help close the achievement gap between minority students and their peers and reduce inappropriate referrals to special education.

Method: The Center will fulfill four principal goals: 1) continuous improvement, through the Continuous Improvement Core Team, in increasing knowledge and understanding at the policy level, through evaluation of current practice, change efforts, and impact; 2) research and practice synthesis and product development, through the Research and Development Core Team, to promote systemic change; 3) professional development to build state and local capacity, through the Professional Development Core Team, for SEA's and LEA's leveraging existing technical assistance networks; and 4) networking and dissemination, through the Networking and Dissemination Team, to engage a national discourse in local, professional practice, and policy communities on improving educational outcomes for linguistically and culturally diverse students. To accomplish this work will require close partnerships in the development of state-level teams that engage in careful analysis and interpretation of their state-level data on representation of minority populations in special education. These teams will prepare annual technical assistance and professional development plans for educational program and practice improvement in early intervention, literacy, and behavior. The project will collaborate with families, state policy

makers, SEA representatives, LEA superintendents, special education directors, and teachers. Building a coherent professional development and technical assistance plan will require close partnerships with the Regional Resource Centers, parent information centers, and professional organizations to ensure that high quality family and professional development and technical assistance are delivered.

Products: The outcomes of this work will be: 1) increase the use of prevention and early intervention strategies; 2) improve the contexts for educational systems improvement; and 3) enhance the teaching and learning of practitioners and students alike. This initiative will support and extend the No Child Left Behind Act, with stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

84.326F
State and Federal Policy Forum for Program Improvement

Grant Number: H326F000001

FORUM 2000

Project Director: Markowitz, Joy
National Association of State Directors of Special Education, Inc.
1800 Diagonal Road, Suite 320
Alexandria, VA 22314-2840
Voice: 703-519-3800; *Fax:* 703-519-3808
E-mail: joy@nasdse.org
Website: http://www.nasdse.org/forum.htm

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: 1) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and 2) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

Method: The following seven activities will be addressed in each of the five project years: 1) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; 2) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; 3) compile three research or policy syntheses on issues identified through Activity 1; 4) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; 5) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; 6) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and 7) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

Products: In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's website (www.nasdse.org). Other format requests will be accommodated (e.g. large print, Braille).

84.326G
Center on Achieving Results in Education for Students with Disabilities

Grant Number: H326G000001

National Center on Educational Outcomes

Project Director: Thurlow, Martha
University of Minnesota
75 E. River Rd., 350 Elliott Hall
Minneapolis, MN 55455
Voice: 612-624-4826; *Fax:* 612-624-0879
E-mail: THURL001@tc.umn.edu
Website: http://www.education.umn.edu/nceo

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

Method: The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: 1) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; 2) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; 3) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and 4) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

Products: The project will develop and disseminate reports in print and on the World Wide Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a website, presentations, and surveys on-line. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

84.326L
Center to Promote Involvement by Minority Institutions in Discretionary Programs under IDEA

Grant Number: H326L020001

The Alliance III Center : Minority Institutions in the Vanguard

Project Director: Lopez-Reyna, Norma
University of Illinois - Chicago
809 S. Marshfield Ave.
MB 502, M/C 551
Chicago, IL 60607
Voice: 312-996-4526; *Fax:* 312-996-5651
E-mail: NLR@uic.edu

Beginning Date: 1/01/03
Ending Date: 12/31/07

OSEP Contact: Victoria Mims
Voice: 202-205-8687
E-mail: victoria.mims@ed.gov

Purpose: This project will improve educational results for students with disabilities by: 1) promoting the successful participation of minority institutions of higher education (MIHEs) in IDEA personnel preparation competitions, and 2) enhancing the capacities of MIHE personnel preparation programs.

Method: It is the project's goal that, through its mutual efforts with clients, by 2007 MIHEs will be in the vanguard of excellence in the preparation of special education personnel who are fully qualified to improve education and bring about better results for students with disabilities. The project's clients are faculty members in MIHE departments of special education and related services. A major objective of the Alliance III Center pertains to client involvement, satisfaction for services received, and utilization of knowledge and skills gained through technical assistance (TA). The objective will be promoted through the use of the following: 1) needs assessment; 2) participatory planning of TA events; 3) a scanning network of clients to identify issues in the design and provision of TA services; 4) follow-up and mentoring after TA delivery; 5) field review of products by clients; 6) face-to-face interviews and focus groups with clients to be completed by the third party evaluator; and 7) a professional staff position for client-centered services, communications, and individualized assistance. Technical assistance will center on preparation of successful applications for awards from the IDEA Part D personnel preparation program through grantwriting workshops and mentoring, and on capacity-building for: 1) meeting new federal and state personnel requirements; 2) incorporating scientifically based practice in coursework; 3) adding new dimensions to personnel preparation programs; 4) adding new special education programs; and 5) MIHE's greater participation in state systems change and policy formulation. TA services will be provided by a nationwide cadre of content experts and trainers through workshops, seminars, conferences, individual mentoring, and follow-up coaching. Additionally, partnerships and cooperative activities will be established with a range of OSEP TA&D providers, research and development projects, national centers, and organizations.

Products: Supporting products, modules, and information services will be available at the project's website, on disks, by file attachments, through a list serv, and by surface mail. Product development will focus on proactively identifying MIHE initiatives, models, and accomplishments for widespread dissemination across the field of education.

84.326N
National Information Center for Children and Youth with Disabilities

Grant Number: H326N980002

National Information Center for Children and Youth with Disabilities

Project Director: Ripley, Suzanne; Valdivieso, Carol
Academy for Educational Development, Inc.
1875 Connecticut Ave., NW
Washington, DC 20037
Voice: 202-884-8211; *Fax:* 202-884-8441
E-mail: sripley@aed.org
Website: http://www.nichcy.org

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: This project operates the National Information Center for Children and Youth with Disabilities (NICHCY) to improve early intervention results for infants and toddlers and educational and transitional results for children and youth with disabilities.

Method: The project framework is designed to support state and local entities to build their capacity to improve services and results for all children with disabilities and their families; to strengthen individual, organizational, and community capacity to enhance systemic change in education to improve results for all children with disabilities and their families; and to incorporate innovations of research, technology, and practices to increase NICHCY's impact in the 21st century. The project design is grounded in close communication with and feedback from the individuals and organizations that use the center, and on continual monitoring and evaluation of the operations.

Products: NICHCY will provide information services, develop publications, conduct outreach activities, and coordinate clearinghouse activities with the work of other agencies in order to develop and implement a process for ensuring accuracy of materials on IDEA and the many other issues associated with disabilities.

84.326P
National Clearinghouse on Careers and Professions Relating to Early Intervention and Education for Children with Disabilities

Grant Number: H326P980002

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

Project Director: Boyer, Lynn
Council for Exceptional Children
1110 North Glebe Rd., Suite #300
Arlington, VA 22201-5704
Voice: 703-264-9479; *Fax:* 703-264-1637
E-mail: lynnb@cec.sped.org
Website: http://www.special-ed-careers.org

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: The National Clearinghouse on Professions in Special Education (NCPSE) will gather, organize, and disseminate information to address national needs and demands for knowledge regarding recruitment, professional standards, personnel preparation, professional development, and retention of personnel for the field of special education. The Clearinghouse's mission is to enhance national capacity and heighten its impact by implementing targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse education professionals and paraprofessionals, including early intervention personnel, special educators, and related services providers.

Method: To strengthen the nation's overall capacity, the Clearinghouse will focus on the following four activities: 1) conduct customized comprehensive outreach and targeted recruitment campaigns to increase the number of qualified, diverse individuals entering special education, related services, and early intervention professions; 2) lead and support national initiatives and partnerships to achieve high quality professional development of general and special education teachers, paraprofessionals, early intervention, and related services personnel; 3) enrich the quality and usefulness of Clearinghouse databases, information, and services as the foundation for promoting and retaining an adequate supply of qualified professionals and paraprofessionals who serve children with disabilities; and 4) ensure that Clearinghouse management, operations, products, and services impact pressing needs, current issues, and emerging trends. The Clearinghouse will respond to the information needs of its constituents by targeted marketing, information gathering and dissemination, and networking with a wide array of strategic partners. With their partners, the Clearinghouse will collect crucial data and analyze labor market patterns to address critical personnel capacity/demand issues at the state and national levels.

Products: The following NCPSE products will be developed and disseminated: career flyers, Topical Working Papers, "NCPSENews," "NCPSEEXTRAS, and 50 state profiles. In addition, a Quicktime Movies series called "Exploring Exceptional Careers in Education" will be developed, aimed at high school and college guidance counselors and partner organizations working with nontraditional applicants such as military personnel, newly

arrived citizens, and college career reentry programs. Other multimedia available will include two public service announcements, establishment of a new independent website, and 10 articles for partners' promotions via newsletters and the World Wide Web. The Clearinghouse provides materials in all media formats including accessible Web pages, Braille products, large print materials, and audio products. Major publications will be translated into other languages, beginning with Spanish, Vietnamese, and Japanese. The majority of Clearinghouse products are available and downloadable by requesters from the website, and the project's databases will be self-searchable with user friendly, menu-driven "wizards." The Clearinghouse will provide online discussion groups, user searchable databases, and listservs for general users and for the operations of the National Advisory Committee and the fluid National Advisory Work Teams. In cooperation with partners, at least 20 conference presentations will be given. In addition, Clearinghouse staff will produce customized responses to information requests, for career seekers who want informational brochures, personnel administrators who search for employees, state departments who need facts and figures, individuals with disabilities who want career opportunities, the Office of Special Education Programs which needs reports from states, national organizations that want information on certification and standards, and professionals who want access to electronic databases.

BEST COPY AVAILABLE

84.326R
Regional Resource Centers

Grant Number: H326R980003

Mid-South Regional Resource Center

Project Director: Olsen, Kenneth
University of Kentucky
Human Development Institute
214 Kinkead Hall, 126 Mineral Industries Bldg
Lexington, KY 40506-0051
Voice: 859-257-4921; *Fax:* 859-257-4353
E-mail: kolsen@uky.edu
Website: http://www.ihdi.uky.edu/MSRRC

Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

Method: The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

Products: The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

Grant Number: H326R980005

Great Lakes Area Regional Resource Center for Region 4

Project Director: Magliocca, Larry
Ohio State University
Center for Special Needs Population
700 Ackerman Road, Suite 440
Columbus, OH 43202
Voice: 614-292-3738; *Fax:* 614-447-9043
E-mail: MAGLIOCCA.1@OSU.EDU
Website: http://www.glarrc.org/

Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

Method: GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based participation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

Products: GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

Grant Number: H326R980006

Western Regional Resource Center - Region 6

Project Director: Zeller, Richard
University of Oregon
1600 Millrace Dr., Suite 360
Eugene, OR 97403
Voice: 541-346-0359; *Fax:* 541-346-0322
E-mail: wrrc@oregon.uoregon.edu
Website: http://interact.uoregon.edu/wrrc/wrrc.html

Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

Method: The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

Products: The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

Grant Number: H326R980007

Region Three Regional Resource Center

Project Director: Wright, James V.
Auburn University - Montgomery
P.O. Box 244023
Montgomery, AL 36124-4023
Voice: 334-244-3879; *Fax:* 334-244-3835
E-mail: jwright@edla.aum.edu

Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

Method: The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, "hands-on" approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

Products: This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center's information and exchange system will enable

states to identify and respond to problems relating to compliance with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

Grant Number: H326R980009

Mountain Plains Regional Resource Center

Project Director: Copenhaver, John
Utah State University
Center for Persons with Disabilities
1780 No. Research Parkway, Suite 112
Logan, UT 84341
Voice: 435-752-0238; *Fax:* 435-753-9750
E-mail: cope@cc.usu.edu
Website: http://www.usu.edu/~mprrc

Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

Method: The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

Products: The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

Grant Number: H326R000001

Northeast Regional Resource Center

Project Director: Reedy, Kristin
WestEd
20 Winter Sport Lane
Williston, VT 05495
Voice: 802-951-8226; *Fax:* 802-951-8222
E-mail: kreedy@wested.org; nerrc@wested.org
Website: http://www.wested.org/nerrc

Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: This project will demonstrate how the Northeast Regional Resource Center (NERRC) can assist the northeastern states to make systemic changes in structure, programs, and outcomes that will lead to a unified system of education for all students.

Method: The project will conduct state-level policy analysis and facilitate changes that will eliminate barriers to systemic reform and lead to improved results. It will establish a multi-state, regional framework to help states plan, implement, and evaluate systemic change, and it will build state capacity to improve early intervention, educational opportunities, transitional services, and results for children with disabilities and their families. NERRC will work in a three-way collaborative with COMPASS, Inc. and the Center for Disabilities and Community Inclusion (the University Affiliated Program at the University of Vermont) to bring together technical assistance, technology, research, development, and training capabilities of the University Affiliated Program and the specialized urban issues perspective of COMPASS, Inc. NERRC will also work with local education agencies, local schools, the state education agency and other state agencies, and stakeholders to ensure that special education is an integral component of the state and local reform agenda.

Products: NERRC's efforts will ultimately improve services and results for children with disabilities.

84.326S
Center for Positive Behavioral Interventions and Supports

Grant Number: H326S980003

Center on Positive Behavioral Interventions and Supports

Project Director: Sugai, George; Horner, Rob
University of Oregon
Educational and Community Supports
1761 Alder St.
Eugene, OR 97403
Voice: 541-346-1642; *Fax:* 541-346-5517
E-mail: sugai@oregon.uoregon.edu; robh@oregon.uoregon.edu
Website: http://www.pbis.org

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The goal of the Center on Positive Behavioral Interventions and Supports (CPBIS) is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by 1) increasing both awareness and knowledge of positive behavioral interventions and support as part of these systems and 2) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

Method: The CPBIS will be directed from the University of Oregon in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The Center will establish and use a comprehensive network of expert collaborators who will help to select the content and formats for the dissemination of positive behavioral interventions and support. In an effort to increase the efficiency and effectiveness in which schools educate students with severe problem behavior within the context of public school settings, a school-wide approach must be considered. The CPBIS approach focuses on the development and maintenance of whole systems (practices, structures, and policies) that 1) enable school staff to sustain the adoption of research-validated practices; 2) foster positive teaching and learning environments in schools for all students and staff; 3) integrated school-wide, classroom, non-classroom, and individual student subsystems; and 4) efficiently and effectively support students with severe emotional and behavioral disorders. The six CPBIS objectives and activities include the following: 1) Evaluate the state of policy and practice regarding school-wide positive behavioral interventions and supports; 2) Establish a coordinated effort of researchers, educators, families, policy makers, and community service providers, (e.g., mental health, developmental disabilities, rehabilitation, and juvenile justice), who will serve as resources to schools in designing school-wide positive behavior support programs; 3) Provide for regular information exchanges between researchers and practitioners, including family members, who conduct exemplary behavioral intervention and support programs and educators who seek to design and implement effective school-wide programs; 4) Collaborate with the National Information Center for Children and Youth with Disabilities to develop and disseminate information on positive behavioral interventions and supports; 5) Organize, synthesize, and report information to teachers, parents, administrators, policy makers, community service personnel, and other interested parties advances in research, policy, and practice on positive behavioral interventions and supports; and 6)

Develop a blueprint for providing further technical assistance to local education agencies and state education agencies, which includes validated alternative designs of effective school-wide positive behavioral intervention and support programs and validated alternative approaches to delivering technical assistance in their implementation.

Products: The outcomes of this five year effort will be: 1) an awareness in all State Education Agencies of the features, importance, procedures, and systems requirements of positive behavioral interventions and supports; 2) a resource network of systems requirements of positive behavioral interventions and supports; 3) an information development and dissemination network that maximizes use of current information and dissemination centers and organizations; 4) a collection of State and Local Education Agencies exemplars (statutes, policies, procedures, etc.) that embody effective and efficient implementation of positive behavioral interventions and supports; and 5) a comprehensive, research validated collection of preferred and promising practices which will be distributed in a variety of forms (e.g. electronic newsletters, CD-ROM modules, inservice curriculum modules).

BEST COPY AVAILABLE

84.326T
National Technical Assistance Project for Infants, Toddlers, and Children Who Are Deaf-Blind

Grant Number: H326T010001

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

Project Director: Baldwin, Vic; McNulty, Joe; Stremel, Kathleen
Western Oregon University
Teaching Research Div.
345 N. Monmouth Ave.
Monmouth, OR 97361-3940
Voice: 503-838-8096; *Fax:* 503-838-8150
E-mail: stremelk@wou.edu
Website: http://www.tr.wou.edu/ntac

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: The major goals of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) project are two-fold. The first goal is to increase the capacity of States, local education agencies, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind (birth to young adulthood). The second goal is to increase the capacity of state projects as well as state and local agencies to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

Method: The consortium combines the resources and expertise of two national agencies, the Teaching Research Division of Western Oregon University (Monmouth, Oregon) and the Helen Keller National Center (Sands Point, New York). The NTAC project will provide a national effort of technical assistance, training, and information to multiple recipients including families, individuals who are deaf-blind (consumers), state projects for deaf-blind services, state education agencies, Part C lead agencies, and other state agencies. Activities will include: 1) implement and maintain a state-level and national-level needs assessment, in order to determine the array, type, and intensity of technical assistance needed; 2) assist states in improving collaboration, policy development, services, and practices by providing a tiered array of technical assistance and training activities, with an emphasis in facilitating capacity building and systemic change initiatives, that result in positive child/youth outcomes; 3) assist families and children/youth to increase their capacity for building relationships, knowledge, and skills in advocacy, empowerment, effective practices, and services by providing an array of technical assistance and training activities; 4) assist personnel preparation training programs to work collaboratively to increase the number of teachers and paraprofessionals who are providing services and implementing effective practices; and 5) collaborate with the U.S. Office of Special Education and Rehabilitative Services, other federal technical assistance projects, and state agencies in improving practices and services for early intervention, special

education, related services, and transitional services by facilitating local, regional, and state systemic change initiatives to include children/youth who are deaf-blind.

Products: The project will develop and evaluate technical assistance, training materials, and products addressing research-based effective practices using traditional and distance education strategies. The project also will disseminate information, technical assistance, and training materials and products to a variety of audiences and individuals. The project will result in: 1) increased capacities for state projects for deaf-blind services, state/local agencies, and service providers to improve services and practices; 2) increased capacities for families, advocates, and individuals who are deaf-blind to access services; 3) increased use of strategies in systems change initiatives to include children/youth who are deaf-blind; and 4) improved outcomes for children/youth who are deaf-blind.

84.326U
Deaf Blind Clearinghouse

Grant Number: H326U990001

DB-LINK

Project Director: Reiman, John
Western Oregon University
Teaching Research
345 N. Monmouth Ave.
Monmouth, OR 97361
Voice: 503-838-8776; *Fax:* 503-838-8150
E-mail: reimanj@wou.edu
Website: http://www.tr.wou.edu/dblink

Beginning Date: 10/01/99
Ending Date: 9/30/04

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: This project will contribute to increased knowledge and understanding of educational problems, issues, and effective strategies by promoting system change or improvement and building local capacity to provide, improve, and expand services that address the needs of deaf-blind children.

Method: DB-LINK's activities (identifying information, responding to inquiries, and disseminating materials) increase awareness and understanding of deaf-blindness by ensuring that IDEA '97-supportive information generated by researchers, practitioners, and educational specialists makes its way to personnel preparation programs, classroom teachers, and 'grass roots' service providers. DB-LINK's work occurs at national, state, and local levels. Its link to the non-deaf-blind world is demonstrated through the numerous responses to requests from service providers having their first contact with deaf-blindness, through its role as sole representative of deaf-blindness among OSEP clearinghouses, through its high profile at national meetings and conferences, through its collaborative publications with other entities, and through its regular participation in the OSEP Leadership Conference and Annual Technical Assistance and Dissemination Conference. Interfaces with agencies and individuals in such fields as health care, law, psychology, technology, recreational services, personnel preparation programs, and higher education form the basis for its concerted effort to extend national awareness of deaf-blindness.

Products: Database-generated products will be developed to meet the needs of individual requesters, produce information for publications, and produce profiled (consumer-tailored) information for use in training and identifying state resources. The DB-LINK website provides Internet access to all the project's resources.

84.326X
IDEA General Supervision Enhancement Grants

Grant Number: H326X020002

Vermont IDEA General Supervision Enhancement Grant

Project Director: Kane, Dennis
Vermont Department of Education
Student Support Team
120 State St.
Montpelier, VT 05620-2501
Voice: 802-828-5118; *Fax:* 802-828-0573
E-mail: dkane@doe.state.vt.us

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will accomplish these three goals: 1) explore options and design mechanisms to refine and enhance Vermont's comprehensive data system to include the cohesive collection, analysis, and use of data related to services under IDEA so that data is utilized to improve outcomes for children, families, and students, is integrated with data-related findings/recommendations from other education initiatives, and is used to inform decision makers about the effectiveness of early intervention and special education and related services; 2) enhance the program improvement planning phase of the Continuous Improvement Monitoring Process (CIMP) in order to address the systemic barriers identified in the self-assessment phase of CIMP, align the strategies with Vermont's other initiatives in special and general education (i.e. Special Education Fiscal Review Panel, Act 117), and inform state and local agencies on issues arising from the self-assessment and program improvement phases of CIMP; and 3) promote continuous improvement in early intervention and special education through the identification, dissemination, and implementation of proven and promising practices and through the use of outcome data from program evaluation systems and professional development efforts.

Method: The development and enhancement of Vermont's data systems and reporting capabilities will address four major areas: 1) measuring outcomes for children and their families as related to the provision of appropriate early intervention, special education, and related services; 2) personnel shortages and issues with retention and program evaluation; and 3) transitions of children into Part B from Part C; and 4) transitions of students with disabilities from school to work or postsecondary education. Vermont is committed to collecting and building family and student satisfaction and involvement data into all its data focus initiatives. This commitment will guide the continual evaluative effort at both the state and local levels for improved outcomes for students and their families. Through the resources provided in this grant, currently administered parent and student surveys will be evaluated for purpose and usefulness. Redundancies in survey collections will be eliminated and survey development will be tied to specific analysis objectives.

Products: An anticipated outcome of this project will be a coordinated program-wide, documented protocol for survey development, implementation, and analysis.

Grant Number: H326X020003

IDEA General Supervision Enhancement Grant for Commonwealth of the Northern Mariana Islands Public School System's Early Intervention Service System (Part C) and Special Education Programs (Part B)

Project Director: San Nicolas, Heidi E.
University of Guam
Office of Academic Affairs, UOG Station
Mangilao, GU 96923
Voice: 671-735-2481; *Fax:* 671-734-5709
E-mail: heidisan@uog9.uog.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Given CNMI's already limited personnel resources to meet the increasing demand for providing comprehensive early intervention, special education, and related services in remote and rural island communities, the CNMI Public School System (CNMI-PSS) requests the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) to provide additional technical support to meet the requirements of the U.S. Office of Special Education Program's Continuous Improvement Monitoring Process (OSEP CIMP) Self-Assessment Phase, and more importantly, to develop a system of review for sustaining the efforts to address the recommendations identified in the Self-Assessment Report.

Method: An essential quality of the project design is the ability to address the diverse linguistic and cultural backgrounds of children and families in the CNMI. The project will incorporate fiscally efficient processes and will facilitate the process for identifying and obtaining relevant data sources in response to the OSEP CIMP Cluster Area objectives, components, and indicators. The project will also develop a system of technical support locally to maintain the review process beyond the one-year project period.

Products: The overall outcomes of the project are to provide CNMI-PSS with specific technical assistance and training resulting in the completion and submission of the CNMI Self-Assessment Report to OSEP by May 2003; and the ability for the CNMI-PSS, through the development of a cadre of trainers, to provide for the ongoing technical support for reviewing progress of priorities identified in the CNMI Self-Assessment Report beyond the one-year project period.

Grant Number: H326X020004

Iowa's State Improvement: Implementing an Interagency Data System

Project Director: Milburn, Penny
Iowa Department of Education
Bureau of Children, Family, and Community Services
Des Moines, IA 50319-0146
Voice: 515-281-3176; *Fax:* 515-242-6019
E-mail: penny.milburn@ed.state.ia.us

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will develop a coordinated interagency data system to support continuous improvement of services and desired outcomes for Iowa's children with disabilities and their families.

Method: The project will accomplish the following: 1) develop an interagency data system that will facilitate efficient, accurate reporting of information for federal and state compliance purposes; 2) develop a coordinated interagency system for data collection, analysis, and reporting that allows individual child and family identifiers

BEST COPY AVAILABLE

and allows collection of longitudinal data regarding referrals and identification; 3) develop a data system that will inform the lead agency about the services children and families receive when transitioning from Part C to Part B or other services and will provide the special education system with information about long-term outcomes for children; and 4) develop a coordinated interagency system that allows collection of data about services and service providers from multiple agencies, including medical and non-early intervention service providers. The Iowa Department of Education will establish a stakeholder group, commit current consultants, and contract with expert consultants in planning and technology to plan and implement a coordinated interagency data system.

Products: The effectiveness of a coordinated interagency data system will be measured by its success in achieving these outcomes: 1) improved interagency collaboration; 2) improved focused monitoring and compliance; 3) efficient reporting of information; 4) improved identification of eligible children; 5) improved services to children and families; 6) improved results for children and families served by Part C, Section 619, and Part B; and 7) children entering school with the cognitive, social, and language skills needed to learn.

Grant Number: H326X020006

IDEA General Supervision Enhancement Grant for the Guam Department of Education (GDOE), Division of Special Education - Part B and Part C Programs

Project Director: Flores, Nieves
University of Guam
Office of Academic Affairs, UOG Station
Mangilao, GU 96923
Voice: 671-735-2481; *Fax:* 671-734-5709
E-mail: nflores@ite.net

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Guam Department of Education (GDOE) has requested the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) to provide technical support to meet the requirements of the U.S. Office of Special Education's Continuous Improvement Monitoring (CIMP) Process Self-Assessment Phase, and to enhance a data system to support the needs of the CIMP.

Method: The overall goal for the Guam CEDDERS is to facilitate the identification, collection, and analysis of data from target populations to meet the data collection requirement of the Self-Assessment Process. The second focus is to enhance the GDOE's data collection system to support the need of a CIMP beyond the Self-Assessment Process by the development of a Data Collection Procedural Manual and trained GDOE staff members who will be responsible for continuing the process in the future.

Products: The GDOE will build its capacity in data collection in order to make informed decisions and improve results for children with disabilities and their families.

Grant Number: H326X020007

IDEA General Supervision Enhancement Grant for the Federated States of Micronesia Department of Health, Education, and Social Affairs (FSM-DHESA) Special Education Program

Project Director: San Nicolas, Heidi E.
University of Guam
Office of Academic Affairs, UOG Station
Mangilao, GU 96923
Voice: 671-735-2481; *Fax:* 671-734-5709
E-mail: heidisan@uog9.uog.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Given the already limited resources of the Federated States of Micronesia's Department of Health, Education, and Social Affairs (FSM-DHESA) Special Education Program to meet an increasing demand for providing comprehensive early intervention, special education, and related services in remote and rural island communities, the FSM is requesting additional technical support from the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) to meet the requirements of the U.S. Office of Special Education Program's Continuous Improvement Monitoring Process (OSEP CIMP) Self-Assessment Phase, and more importantly, to develop a system of review for sustaining the efforts to address the recommendations identified in the Self-Assessment Report.

Method: The project objectives include assessing the existing supports and services provided for young children with disabilities and their families; addressing the diverse linguistic and cultural backgrounds of each FSM island state; implementing activities that incorporate fiscally efficient processes to operate each island state; and facilitating the process for identifying and obtaining relevant data sources in response to the OSEP CIMP Cluster Area objectives, components, and indicators.

Products: The overall outcomes of this project are for Guam CEDDERS to provide the state education agency and the island states with technical assistance and training resulting in the completion and submission of the FSM Self-Assessment Report to OSEP by May 2003, and to provide for the ongoing technical support for reviewing progress of priorities identified in the FSM Self-Assessment Report beyond the one-year project period.

Grant Number: H326X020010

Oklahoma Data Management and Reporting System

Project Director: Burroughs, Jill
Oklahoma State Department of Education
2500 N. Lincoln Blvd., #411
Oklahoma City, OK 73105-4599
Voice: 405-521-4877; *Fax:* 405-522-3503
E-mail: jill_burroughs@sde.state.ok.us

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will develop and utilize the Oklahoma Data Management and Reporting System (ODMRS) to promote the use of valid and reliable data in order to determine the impact of special education and early intervention services. This data system will be developed to align with the data collection needs of the Continuous Improvement Monitoring Process (CIMP), which will improve results for children with disabilities. The ODMRS will develop a valid, coordinated, and comprehensive data management and reporting system to improve results for children with disabilities and evaluate need for systemic change.

Method: The plan of operation will be to respond directly to the specific needs for improvement identified through the CIMP, including feedback from the Steering Committee, the IDEA Part B Advisory Panel, and the Interagency Coordinating Council for Early Intervention, representative of a diverse group of stakeholders, over a ten-month period of time. The following objectives will be accomplished: 1) establish a system to efficiently determine compliance trends; 2) develop a comprehensive alternate assessment data system, which correlates with Child Count information to increase accuracy and accountability; and 3) increase the capability of the current Part B and Part C data systems for collecting, analyzing, and reporting data to ensure that children exiting Part C receive Part B and/or other community services by their third birthday.

Products: The ODMRS will produce systemic reform in Oklahoma's educational system that supports students with disabilities to achieve high standards.

Grant Number: H326X020012

Kansas IDEA General Supervision Enhancement Grant: Collaborative Data System

Project Director: Dermyer, Carol
Kansas State Department of Education
Student Support Services (Special Education)
120 SE 10th Ave.
Topeka, KS 66612-1182
Voice: 785-296-7454; *Fax:* 785-296-1413
E-mail: cdermyer@ksde.org
Website: http://www.kansped.org/cim.html

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Kansas State Department of Education (KSDE) and the Kansas Department of Health and Environment (KDHE), which is the Part C Lead Agency, will make enhancements and modifications to the current individual child federal/state data collection systems used to provide data for the Kansas Continuous Improvement Monitoring Process (CIMP).

Method: The three goals addressed by this project are the following: 1) develop and deploy the Collaborative Data System, a SQL database system replacement for the current Student Management Information System stand-alone database; 2) develop and deploy methods for the exchange of individual child data between the Part C and Part B SQL database system; and 3) begin the development process of incorporating the KSDE Personnel Report database into the Collaborative Data System.

Products: The outcome of this project is to develop and deploy the Collaborative Data System (a SQL database) and accompanying report writer designed to provide KSDE, KDHE, local education agencies and early intervention networks with accurate, valid, measurable data for the Kansas CIMP.

Grant Number: H326X020014

Closing the Achievement Gap

Project Director: Daniels, Carol
Ohio State University
700 Ackerman Rd., Suite 440
Columbus, OH 43202-1559
Voice: 614-447-0844; *Fax:* 614-447-9043
E-mail: daniels.121@osu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The "Closing the Achievement Gap" project will strengthen and enhance Ohio's Continuous Improvement Monitoring Process (CIMP) through Focus 3: developing or enhancing a process to conduct activities to plan improvement based on CIMP. The self-assessment conducted through the CIMP identified significant compliance and performance issues for students with disabilities.

Method: Two major contextual changes, in addition to CIMP findings, require a focus on improving results for students with disabilities. First, Ohio's general education reform effort, the Baldridge Approach for School Improvement and Performance Excellence, provides a window of opportunity for special education to be an integral partner in educational reform. Second, the recently enacted No Child Left Behind Act requires significant integration of general and special education data processing and intervention. Ohio will focus on two major need areas: 1) supports and services to children with disabilities in regular education settings; and 2) transition planning and implementation between Part C, early childhood education, and Part B services.

Products: "Closing the Achievement Gap" is a prototype professional development program that focuses on accessing the general education curriculum, including content standards in IEP goals and performance indicators, and differentiating instructional intervention to meet these standards. The project adopts a training-of-trainers model focusing on state agency personnel in multiple state agencies and the sixteen special education regional resource centers throughout Ohio. An initial cadre of trainers will be trained with the prototype.

Grant Number: H326X020018

Quality Improvement—Linking Together (QUILT): Improving Outcomes for Infants, Toddlers, and Youth with Disabilities

Project Director: Littlefield, Ruth
New Hampshire Department of Education
Bureau of Special Education
101 Pleasant St.
Concord, NH 03301-3860
Voice: 603-271-2178; *Fax:* 603-271-1953
E-mail: rlittlefield@ed.state.nh.us

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will strengthen the linkages across New Hampshire's system of services for children, birth through age 21, to ensure the timely provision of services, smooth transitions at significant points along the continuum, improved results, and successful outcomes for children with disabilities and their families.

Method: The project will accomplish the following objectives: 1) establish a joint improvement planning initiative, henceforth known as the Quality Improvement—Linking Together (QUILT) Project to direct the process of continuous improvement; 2) develop a Joint Improvement Plan for the New Hampshire Department of Education (DOE) and the New Hampshire Department of Health and Human Services (DHHS) using the Authentic Task Approach, which results in improved outcomes for infants, toddlers, children, and youth with disabilities, focusing on data-based decision-making, cultural competency, parent and family involvement, transitions, and early literacy; 3) assist both the DOE and DHHS with the connection of elements of both Part B and Part C Improvement Plans to the Joint Improvement Plan; 4) address systemic barriers to improved early intervention, special education, related services, and successful transitions across the continuum as they relate to the Joint Improvement Plan; 5) ensure that emerging DOE and DHHS data systems are coordinated with all improvement plan data elements; 6) align and coordinate the efforts of the Improvement Planning process to the State's initiatives for special and general education reform including the State Improvement Grant and the Best Schools Leadership Initiative; and 7) develop the capacity of DOE and DHHS to sustain continual improvement efforts.

Products: The following outcomes of this project will result: 1) a Joint Improvement Plan will be developed by February 2003 aligned with the improvement planning phase of the Continuous Improvement Monitoring Process (CIMP), including desired outcomes for improvement, statements of evidence of change, benchmarks, and strategies to improve outcomes for infants, toddlers, children, and youth with disabilities; 2) the Joint Improvement Plan will be aligned with Part C and Part B Improvement Plans, with clear evidence to support desired outcomes for each plan and with the U.S. Office Special Education Programs monitoring visit recommendations; 3) systems barriers that impact on collection and use of data for data-based decision making will be identified and addressed, resulting in a comprehensive, multi-tiered system of data for both Parts B and C; 4) all CIMP Improvement Planning efforts will be aligned or coordinated with New Hampshire initiatives for general and special education reform, such as the Best Schools Leadership Initiative, and 5) the capacity for coordinating and implementing all three improvement plans will be grounded in the infrastructure created by the DOE and DHHS.

Grant Number: H326X020019

Florida's General Supervision Enhancement Grant

Project Director: Haney, Michael L.
Florida Department of Health
4052 Bald Cypress Way Bin A06
Tallahassee, FL 32399-1707
Voice: 850-245-4200; *Fax:* 850-921-8138
E-mail: Mike_Haney@doh.state.fl.us

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The focus of Florida's Enhancement Grant is on developing or enhancing state systems to identify, disseminate, and implement promising educational or early intervention practices based on research.

Method: Through collaborative planning between Part C and Part B state staff and stakeholders, needs were identified and activities designed to address the focus area and associated needs. The project will implement a single major goal and three objectives. The project's goal is to enhance the capacity of Florida's system of professional development to provide quality personnel development focusing on promising, research-based educational and early intervention practices to improve outcomes for children with disabilities ages birth through five. The three objectives are the following: 1) an Enhancement Grant Management Team will design, implement, and explore continued support for a coordinated management process for developing, reviewing, and monitoring targeted contracts with the participating regional professional development partnerships; 2) participating regional partnerships will design and implement professional development activities to address two of the three state priority topics of natural learning environments, transitions, or family-centered supports and practices; and 3) participating regional partnerships will monitor, evaluate, and report progress on implementation of professional development activities. The Enhancement Grant will accomplish the goal and the objectives through working with the existing regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Five pilot regional partnerships will be selected through competitive applications, covering a one-year time period, to design and implement professional development activities, targeting personnel who provide early intervention and educational programs and services to infants and young children ages birth through five with disabilities.

Products: Through the regional partnerships' implementation of the professional development activities, it is anticipated that the following needs will be addressed: 1) provide for a coordinated implementation of selected Part B and C State Improvement Plan strategies, utilizing an existing and effective structure; 2) address common priority topics for professional development targeted to shared populations of personnel, through a systematic process to identify, adopt/adapt, and disseminate promising, research-based education and early intervention practices; and 3) increase the likelihood of creating the necessary systemic changes leading to improved

outcomes for infants and young children with disabilities, through enhancement of the regional partnerships focus to encompass a birth through age 20 focus.

Grant Number: H326X020020

Maine IDEA General Supervision Enhancement Grant

Project Director: Rosen, Pamela Clark
Maine Department of Education
Division of Special Services
23 State House Station
Augusta, ME 04333-0023
Voice: 207-624-6648; *Fax:* 207-624-6651
E-mail: pam.rosen@state.me.us

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Maine Department of Education (MDOE) will develop a Comprehensive Continuous Quality Improvement Monitoring System for ages 0-20 special education and related services that incorporates early intervention programs, K-12 public and private schools, state-operated programs (special education and juvenile justice), and vocational education programs.

Method: The system will be aligned with the reporting, monitoring, and accountability requirements of IDEA (specifically the U.S. Office of Special Education Program's Biennial Performance Report and Continuous Improvement Monitoring Process and GPRA indicators), the No Child Left Behind Act, the Carl D. Perkins Vocational and Technical Education Act, and the U.S. Department of Education's Rule 236 (Applied Technology). The monitoring system will be based on multi-source data and results; self assessments at program, school, and district levels; building the capacity of all staff to review and evaluate data; and developing and implementing data-based continuous improvement plans. Based on a comprehensive needs assessment, the project has identified three goals: 1) develop a comprehensive system based on the principles of a focused monitoring system that decreases data redundancy and increases integration, coordination, and alignment of data elements and indicators with federal legislation; 2) conduct and evaluate, through an external evaluator using a multi-case study comparison design, a pilot of the monitoring system in six volunteer local education agencies (LEAs) and Child Development Services (CDS) Regional Sites (Part C) once state, LEA, and CDS personnel have been trained; and 3) review the pilot summary and evaluation reports on the monitoring system and make appropriate decisions and plans for statewide implementation.

Products: A comprehensive system guided by continuous improvement methods will provide additional data and information, ensure compliance with IDEA, and result in improved outcomes for infants, toddlers, children, and youth with disabilities while simultaneously improving the coordination of monitoring, accountability, and reporting within the state of Maine.

84.326Y
National Center on Monitoring and Evidence-Based Decision-Making

Grant Number: H326Y020001

National Center on Monitoring and Evidence-Based Decision-Making

Project Director: Coulter, W. Alan
Louisiana State University
Health Sciences Center
433 Bolivar St.
New Orleans, LA 70112-2223
Voice: 504-942-8203; *Fax:* 504-942-8305
E-mail: ACOULTER@LSUHSC.EDU

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will contribute to improved outcomes for students with disabilities by assisting state and local education agencies and the U.S. Office of Special Education Programs (OSEP) to implement and productively use a focused monitoring system.

Method: The activities of the National Center on Monitoring and Evidence-Based Decision-Making will be organized into three components: data utilization, implementation assistance, and dissemination and model advancement. In practice, these components will be integrated to achieve state- and local-specific implementation of effective monitoring and decision-making practices. Project activities will include working with state partners and other resources to complete an on-site sequence of data development, monitoring implementation, and effective use of evidence to adjust state and local educational programs. The protocols to guide this sequence of informed-assistance have been developed and applied with four states. A set of quality indicators have been developed and pilot-tested. During the project, further refinements to protocols for assistance and decision-making will be accomplished, used, and reported. A national advisory board will include members of the primary constituencies concerned with effective monitoring. Faculty employed by the host agency will be available for focused efforts for the Center, including faculty in the following areas: early childhood special education; education; occupational, communication, and physical therapies; psychology, social work, special education, urban studies, vocational rehabilitation, and related disciplines.

Products: The Center will provide continuing assistance for states to foster student-focused outcomes. The project will develop centralized capacities that states can access, for example, a website with information and example materials, and will actively disseminate progress reports and findings of the Center. Assistance will be provided to OSEP as scheduled and as opportunities arise.

Contracts

Contract Number: ED98CO0072

Federal Resource Center for Special Education

Project Director: Valdivieso, Carol
Academy for Educational Development, Inc.
1825 Connecticut Ave., N.W.
Washington, DC 20009-5721
Voice: 202-884-8215; *Fax:* 202-884-8443
E-mail: frc@aed.org
Website: http://www.dssc.org/frc

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Marie Roane
Voice: 202-205-8451
E-mail: marie.roane@ed.gov

Purpose: The Academy for Educational Development (AED), in collaboration with its partner, the National Association of State Directors of Special Education (NASDSE), and a team of experts, will continue operating the Federal Resource Center for Special Education (FRC). The project is committed to the task of informing people about the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97) in order to improve results for children and youth with disabilities. To achieve this, the project will strengthen the following services: 1) coordination and collaboration; 2) knowledge dissemination and technical assistance; and 3) research syntheses and reporting. AED will support new strategies for using technical assistance and information for effective problem-solving and decision-making to achieve the following purposes: 1) to assist State Education Agencies (SEAs) through the Regional Resource Centers (RRCs) and their partners with the process of planning systemic change to improve the results of early intervention, education, and transition for children with disabilities; 2) to promote systems change through a multi-State or regional framework; 3) to increase the depth and utility of information in ongoing and emerging areas of need identified by the RRCs and SEAs; and 4) to promote communication and information exchange among SEAs and their partners, based on the needs identified.

Method: The project will carry out the following tasks in a fully integrated manner to create a framework for FRC operations: 1) establish an Advisory Group; 2) synthesize and report the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications; 3) develop and carry out a plan for systemic coordination and collaboration with existing Technical Assistance and Dissemination (TA&D) projects; 4) identify and disseminate effective systemic change strategies; 5) identify, synthesize, and disseminate information on effective new TA&D strategies; 6) plan and conduct a meeting of TA&D providers; and 7) develop a Performance Measurement System. The vision of this project includes an active and efficient exchange between and among RRCs, specialized technical assistance networks, and general education technical assistance providers. Through AED's expanded and enhanced networks that reach beyond special education to regular education and other government agencies, the FRC will function as a catalyst for systems change by facilitating effective use of the OSEP-funded technical assistance and information network by the States.

Products: The FRC will prepare a report of the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications. It will also report on coordination and collaboration activities involving existing Technical Assistance and Dissemination (TA&D) projects, with information on methods of TA&D available through each provider, the audiences that each TA&D provider serves, and costs and availability of the TA&D. The FRC will produce these materials in written, electronic,

alternative media, and accessible formats as appropriate and will place them on the FRC's website. Other products include an annual conference for TA&D providers, and a Web-based newsletter.

Contract Number: ED99CO0026

OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

Project Director: Peters-Johnson, Cassandra
Council for Exceptional Children
1110 North Glebe Rd.
Arlington, VA 22201-5704
Voice: 703-264-9465; *Fax:* 703-620-4334
E-mail: casspj@cec.sped.org
Website: http://ericec.org/osep-sp.html

Beginning Date: 1/01/99
Ending Date: 12/31/03

OSEP Contact: Doris Andres
Voice: 202-205-8125
E-mail: Doris.Andres@ed.gov

Purpose: The OSEP/ERIC Special Project has the goals of increasing the dissemination of research and improving the translation of research findings into products that are comprehensible and useful to practitioners. It aims to promote communication and networking among researchers, so that they are aware of each other's work and can link their knowledge to other research knowledge to produce better, more usable, more valid research results.

Method: The project will achieve these goals through three types of activities: 1) database development, which involves maintenance and updating of the OSEP-wide database of information about funded projects; 2) information analysis and product development, which involves development of products and services that "translate" and disseminate research information to a variety of target audiences in a variety of formats and media; and 3) conferences, which involves organizing conferences that provide professional development and networking opportunities for OSEP-funded researchers and doctoral training grantees and that foster discussion of, and inquiry into, emerging issues in special education. The project plays an important role in the implementation of OSEP's strategies for achieving the objectives and outcomes specified by the Government Performance and Results Act for IDEA's discretionary programs.

Products: The project's product line includes print and electronic publications designed to spread word of research projects in progress and to bring established research findings to bear on educational practice. Products will include: "News Briefs" (a Web-based product), "Research Projects Directory" (a print and Web-based product), "Research Connections" (a topical biannual research newsletter), "ERIC/OSEP Digests, and occasional publications. Other project products include the database of funded projects, which is used to meet the information needs of OSEP staff and OSEP grantees, and the annual conference for researchers and doctoral training grantees.

Contract Number: ED01CO0082

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

Project Director: Brauen, Marsha
Westat, Inc.
1650 Research Blvd, Room RA1210
Rockville, MD 20850-3129
Voice: 301-738-3668; *Fax:* 301-294-4475
E-mail: marshabrauen@westat.com

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Holt, Judith
Voice: 202-358-3059
E-mail: judith.holt@ed.gov

Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

Contract Number: ED01CO0112

National Early Childhood Technical Assistance Center

Project Director: Trohanis, Pat
University of North Carolina - Chapel Hill
Campus Box 8040
Chapel Hill, NC 27599-8040
Voice: 919-962-2001
E-mail: nectac@unc.edu
Website: http://www.nectac.org

Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The National Early Childhood Technical Assistance Center will support the national goal that all eligible infants and toddlers with disabilities ages birth through 2 years and their families receive comprehensive, high-quality early intervention services and that young children with disabilities ages 3 through 5 receive a free appropriate public education including special education and related services. This project of the Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill will work cooperatively with the National Association of State Directors of Special Education (NASDSE) and the PACER Center to strengthen state and local systems to ensure that eligible young children and their families benefit from quality supports and services that are culturally appropriate and family centered.

Method: To accomplish its mission, the project will carry out the following activities: 1) support each state and jurisdiction in developing a strategic State Work Plan that articulates issues and needs, identifies existing strengths and resources, and develops strategies for building state and local system capacity to improve services for young children with disabilities and their families; 2) promote collaborative partnerships among technical assistance systems and early childhood initiatives focused on the common goal of improving and expanding services to young children with disabilities and their families; 3) determine and respond to barriers to achieving the vision of the Individuals with Disabilities Education Act through generating and/or synthesizing knowledge and facilitating the transfer of research to practice; and 4) coordinate and deliver technical assistance to target audiences at the national, state, and local levels to improve results for children with special needs and their families as determined by the needs identified through the State Work Plan processes.

Products: Based on the needs of states and jurisdictions, the Center will provide an array of services such as consultations, training, products, conference calls, and a national meeting in Washington, D.C. Other products

will include a website at www.nectac.org, the Section 619 Profile, Part C Updates, a compilation of information about OSEP early childhood and other relevant discretionary grants, and materials developed in response to needs identified across states during the State Work Plan Process.

PARENT TRAINING AND INFORMATION

84.029R
Technical Assistance to Parent Projects

Grant Number: H029R970002

Technical Assistance Alliance for Parent Centers

Project Director: Goldberg, Paula F.; Jamison, Sharman
PACER Center, Inc.
8161 Normandale Blvd.
Minneapolis, MN 55437-1044
Voice: 952-838-9000; *Fax:* 952-838-0190
E-mail: pgoldberg@pacer.org
Website: http://www.pacer.org

Beginning Date: 10/01/97
Ending Date: 3/31/03

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

Method: The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

BEST COPY AVAILABLE

STATE IMPROVEMENT GRANTS

84.323A
State Improvement Grants

Grant Number: H323A990001

Alabama State Improvement Grant

Project Director: Causey, Julia
Alabama Department of Education
PO Box 302101
Montgomery, AL 36130-2101
Voice: 334-242-8114
E-mail: jcausey@alsde.edu

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

Method: These goals will be achieved through systems-change strategies that incorporate research-based training strategies. These strategies include: staff development in strategies for reading; an online academy and communications support system for professional development, paraprofessional training, and conferences; a parent training and information center; staff training in the use of assistive technology to implement accommodations for students; training for early childhood care providers, general and special education preschool teachers, and parents in developmentally appropriate practices and functional readiness curriculum that targets reading; training for effective behavior intervention and positive behavior management; and institution of aggressive recruitment strategies to increase certified personnel.

Products: Through the use of these training strategies, Alabama will provide systems change and impact the areas of need. Data will be gathered and evaluated to measure progress toward project goals, objectives, and services, and to inform project staff of any necessary refinements throughout the five years of the project. Statewide systems change will be implemented through the various partnerships established by the project. Project goals anticipate increased performance in reading scores for students with disabilities and a major decrease in dropout, suspension, and expulsion rates for those students.

Grant Number: H323A990003

System Building for Special Education Personnel Development and Support

Project Director: Schendel, Julie
Iowa Department of Education
Grimes State Office Bldg
Des Moines, IA 50319-0146
Voice: 515-271-3936

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This state improvement grant will address four issues regarding special education in Iowa: 1) over 70% of special education students in Iowa have significant reading problems; 2) over one of every eight students with special needs in Iowa (12.9%) is being taught by teachers not fully certified in the areas in which they are teaching, fewer than 100 (1.6%) are exposed to special education teachers who are persons of color, and virtually none are being taught by persons with disabilities; 3) the effectiveness of transitions that occur as students with special education needs move from one educational setting to another and from an educational setting into the community needs to be improved; and 4) proficient, appropriately comprised teams for the development of Individualized Education Programs (IEPs) are needed, along with the assurance that all IEPs reflect high academic standards.

Method: The State Improvement Grant (SIG) Literacy Initiative will address the needs of students with special education needs whose reading, writing, and communication skills are substandard. The SIG Individualized Education Program Initiative will ensure that all students with special education needs have Individualized Education Programs that reflect high academic standards and that are developed and implemented by professionals and parents proficient in their use. The SIG Endorsement Initiative will increase the percentage of students with special education needs being instructed by certified special education teachers with appropriate endorsements. The SIG Career Ladder Initiative will increase the percentage of students with special education needs whose teachers are persons of color and/or persons with disabilities. SIG project activities address these issues by emphasizing better prepared instructional staff, high-quality IEPs that are academically challenging, and improved student performance.

Products: Training modules will be developed on early literacy development, action research, and research-based reading instruction practices. An information and availability announcement will be developed and disseminated offering college and university faculty IEP materials. Fact sheets will be developed and disseminated describing high quality IEPs that meet federal requirements. Awareness level training sessions will be offered to college and university faculty on topics such as discipline, general education curriculum, general education teacher participation, student progress monitoring, district-wide assessment, and parent involvement. Protocols will be established with 15 area education agencies to provide professional development for general education teachers in order for them to meet federal mandates for involvement and effective participation in IEP development and implementation.

Grant Number: H323A990007

Partnerships for Achieving Student Success (PASS)

Project Director: Cox, H. Douglas
Virginia Department of Education
PO Box 2120
Richmond, VA 23218-2120
Voice: 804-225-2701
E-mail: dougcox@mail.vak12ed.edu

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: 1) the increase of the school completion rate of students with disabilities in the context of higher academic expectations; 2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and 3) an improvement in meaningful parent/student involvement with special services personnel.

Method: This project will establish a systemwide practice of results-based program improvement for all children and youth with disabilities at state, local, and classroom levels. It will develop a partnership infrastructure that

focuses statewide efforts on progressing toward Virginia's strategic goals. Personnel working with children and youth with disabilities will be trained to attend to improved academic literacy for students with disabilities, with particular attention to Virginia's Standards of Learning. A statewide system of technical assistance, professional support, and development will be coordinated to enhance all service providers' and families' abilities to collaborate and support the focus on academic performance. Efforts will be made to increase the supply and diversity of qualified personnel to serve children and youth with disabilities.

Products: The project will increase the statewide percentage of students with disabilities successfully completing school. It will promote and increase the supply of qualified special educators and related services personnel and the statewide availability of personnel preparation opportunities in all endorsement areas and opportunities which focus on best practices. It will increase active parent and student participation in special education process decisions.

Grant Number: H323A990008

New Hampshire's State Improvement Grant in Special Education: Promoting Equity and Excellence for All Children and Youth with Disabilities

Project Director: Traniello, Dina
New Hampshire Department of Education
Special Education
101 Pleasant St.
Concord, NH 03301
Voice: 603-271-1536
E-mail: mford@ed.state.nh.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This statewide improvement project in New Hampshire addresses the following system components: leadership and service coordination, standards for practice, preservice education, professional development, use of data for short- and long-range planning, dissemination of exemplary practices, involvement of individuals with disabilities and parents of children and youth with disabilities, and reduction or elimination of systemic barriers to effective service delivery.

Method: This statewide improvement grant will expand and strengthen partnerships among agencies and organizations involved in and concerned with reforming and improving systems for providing education, early intervention, and transition services for children and youth with disabilities. It will establish a foundation of exemplary professional practice to inform and enrich the efforts of agencies, institutions of higher education, individuals with disabilities and their families, and other partners and stakeholders to improve educational results for children and youth with disabilities. It will improve the capacity of personnel preparation programs to support students to meet and maintain high standards for performance and it will improve the competencies of general and special educators, paraprofessionals, and families related to the provision of high quality educational services to these students. It will improve the systems that collect, analyze, and utilize data related to student performance and outcomes. It will improve service quality, coordination, and integration through policy reform, systems change, and provision of technical assistance related to transition policies and practice, student access to and participation in the general education curriculum, and school-based disciplinary policies concerning students with emotional disturbance.

Products: The project will establish for the first time in New Hampshire a system for coordinating planning, policy, and implementation of professional development and systems change efforts in general and special education; it will assure greater attention to accountability for positive learning outcomes by all local and state

education efforts; it will embed consideration of children and youth with disabilities within existing professional development and education improvement efforts; and it will establish new initiatives that focus specifically on improving results for children and youth with disabilities.

Grant Number: H323A990009

Kansas State Improvement Grant

Project Director: Ottlinger, Kerry A.
Kansas State Department of Education
120 SE 10th Ave.
Topeka, KS 66612-1182
Voice: 785-296-4952
E-mail: KOttlinger@ksde.org

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The purpose of the Kansas State Improvement Grant is to assure that Kansas' educational systems are aligned to support all students, including those with disabilities, to achieve high state standards and positive adult outcomes.

Method: This project has the potential to impact more than 214,000 Kansans, including more than 40,000 educators and 56,000 children with disabilities and their families, statewide. The plan of operation features six major goals and intended outcomes to meet the identified needs. Goal 1 will increase inclusion of children and youth with disabilities in Kansas' system of standards-based reform. Goal 2, school-family-community partnerships, will increase active support of families in school partnerships and training and increase schools' responsiveness in family-community partnerships. Goal 3 will increase early student success, reduce frequency of referrals to special education services, and show improved conditions for young children and families. Goal 4, positive post-school outcomes, will increase gainful employment and lifelong learning. Goal 5, personnel supply/demand, will work toward an adequate supply of diverse, well-qualified, and effective education and related services personnel. Goal 6, quality issues for personnel development, involves use of administrative, curricular, and instructional practices that convey high expectations and assist students with disabilities to meet challenging standards, as well as develop and implement individual education plans (IEPs) that reflect those standards.

Products: This model for statewide systems change will stimulate partnership development within and between institutions of higher education (IHEs) and local education agencies (LEAs) as a basis for mentoring and induction systems for new teachers, for the renewal and improvement of teacher preparation, and for collaborative approaches to solving the problems of daily practice in serving children and youth.

Grant Number: H323A990011

Ohio's State Improvement Grant: A Statewide Model for Rethinking Schooling in Fundamental Ways

Project Director: Armstrong, Mike
Ohio Department of Education
Div. of Special Education
933 High St.
Worthington, OH 43085
Voice: 614-752-1012
E-mail: Mike.Armstrong@ode.state.oh.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The goals of this project include: 1) to provide children and youth with disabilities access to challenging academic curricula; 2) to develop partnerships among members of the learning community to improve results for all children; 3) to increase cooperation and collaboration in and among agencies, and the coordination of services across agencies; 4) to promote collaboration between regular and special education personnel to ensure successful transitions; 5) to develop a model to document accountability and continuous improvement in service delivery; 6) to improve building-level processes for assisting students with learning problems; 7) to increase the participation of parents, families, and community members in decision-making; 8) to support the development of shared responsibility and ownership at the building level; 9) to make personnel preparation programs accessible throughout the state; and 10) to prepare graduates and school personnel to effectively manage the behavior of all students.

Method: This project will employ two basic strategies in Ohio: 1) partnership sites to demonstrate how districts can get the conditions right for all children to learn at high levels; and 2) partnership agreements with institutions of higher education (IHEs) to increase the quantity and competency of personnel required to meet student needs. This state improvement grant (SIG) will serve as the vehicle for promoting shared responsibility among partners at the state, regional, and local levels. Collaborative partnerships will assist school districts in developing the capacity to make and sustain meaningful change. The partnership agreements are structured to ensure that core "providers," e.g., regional professional development centers, special education regional resource centers (SERRCs), IHEs, parent training and information centers, educational service centers, become core "partners." Resulting models for how to use partnership resources/services in a coordinated way will help local education agencies help all youngsters to learn to succeed in school. During the first year of the project, the partnership agreements will be implemented in six regional sites. Ten additional regional partnership sites — five in year two and five in year three — will be added over the course of the project, for a minimum of 16 sites (i.e., one in each of Ohio's SERRC regions). At the same time, other funds will be used to create incentives for replicating the development of partnership sites across the state. To make personnel preparation programs accessible around the state, and to address the severe shortage of qualified personnel, including those from underrepresented groups, a series of additional partnership agreements will be implemented to prepare orientation and mobility specialists, teachers of students with visual impairments, deaf interpreters, speech-language pathologists, and behavioral interventionists.

Products: During project years one and two, a publication detailing partnership site activities will be developed for use in replicating the effective aspects of each site. During years three and four, a "promising practices" document will be produced that provides strategies for integrating professional development needs assessment processes for children with disabilities into district-wide continuous improvement planning for all youngsters. A third document, produced in year five, will summarize recommendations from a state education agency action seminar, designed as a mechanism for disseminating project findings on a national basis.

Grant Number: H323A990012

Georgia - State Improvement Grant

Project Director: Bryar, Marlene
Georgia Department of Education
Div. for Exceptional Students
2066 Twin Towers East
Atlanta, GA 30334
Voice: 404-657-9958
E-mail: mbryar@doe.k12.ga.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This statewide improvement grant for the state of Georgia is intended to improve the systems for providing educational, early intervention, and transitional services and consequently improve the performance of

students with disabilities, through responses to professional needs and partnerships that meet student needs. Responses to professional needs include professional development, technical assistance, and dissemination of knowledge about best practices. Partnerships will include state education personnel, parents of students with and without disabilities, organizations representing individuals with disabilities and their families, institutions of higher education, and community-based organizations.

Method: Activities will be conducted to increase and maintain the number of qualified personnel to provide services to students with disabilities in the following areas: general and special education teachers of students with disabilities; interpreters and teachers of students with hearing and visual impairments, who are blind or deaf, or who have orthopedic impairments; teachers of students with emotional/behavioral disorders; and speech language pathologists for students with speech/language disorders. Parent-educator partnerships will be strengthened; training will be given to provide better services to young children with disabilities and their families; general and special educators will be trained to better address rules, regulations, and procedures; and access will be provided to the general education curriculum and statewide assessment for students with disabilities. General and special educators will learn behavior management techniques for safe and orderly environments and special educators will learn to implement effective transition activities for students with disabilities.

Products: The implementation of project activities should result in the following statewide improvements for students with disabilities: an increase in the number of students who receive education with nondisabled peers for more than one-half of the school day; an increase in the number of students who exit special education and return to general education programs and who earn a degree in regular education; an increase in the number of those who participate in the statewide assessment program with and without accommodations; a decrease in those who drop out of school; an increase in the number of students who attend postsecondary education programs and who are employed upon exiting from school.

Grant Number: H323A990013

Kentucky State Improvement Grant

Project Director: Mallory, Judy
Kentucky Department of Education
Div. of Exceptional Children Services
500 Mero St., 8th Floor
Frankfort, KY 40601
Voice: 502-564-4970; *Fax:* 502-564-6721
E-mail: jmallory@kde.state.ky.us
Website: http://kysig.louisville.edu/

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The purpose of Kentucky's state improvement program is to improve learning results for Kentucky's children and youth with disabilities at all levels so that those results are fully measurable and comparable in quality to those for all children. The state will implement these goals through a unified and coherent plan in partnership with regular and special educators, local and state administrators, related service and paraprofessional personnel, institutes of higher education and postsecondary programs, and students with disabilities and their families.

Method: To improve the academic and behavioral skills of students with disabilities, the state will increase the partnerships between parents and students and state and local systems that contribute to success in these areas. It will offer collaborative and integrated teacher preparation programs, develop state and local support systems and networks, and promote a systemic integration and coordination of local education resources, all designed to promote student academic and behavioral success. To increase the effectiveness of early intervention services

and to ensure the successful transition of students with special needs into preschool programs, the state will work to increase parents' knowledge about and participation in the education of their children. It will work to increase the number of qualified special education personnel in early intervention and train them in the development of natural supportive environments as well as in the use of assistive technology to improve student access to educational opportunities. It will also increase the number of accredited inclusive intervention programs in the community that facilitate transition to preschool. To increase the number of students with disabilities who complete school and transition to an adult life style of their choice, the state will form and sustain partnerships with students, parents, education and other human service agencies, employers, institutes of higher education, and communities.

Products: The professional development programs and collaborations implemented through the project will increase the number of qualified general and special educators, related services personnel, and paraprofessionals who serve students with disabilities. The comprehensive and innovative technology systems instituted by the project will enhance learning results for students with disabilities. With such changes, the project will help bring a major increase in the overall performance of students with disabilities in statewide assessments. The effectiveness of early intervention and preschool transition programs will be increased. The project will increase the number of students with disabilities who complete school and attain their choice of employment or continuing education.

Grant Number: H323A990015

Investing in Our Students: Michigan's Model to Improve the Performance of Students with Disabilities

Project Director: Thompson, Jacquelyn
Michigan Department of Education
PO Box 30008
Lansing, MI 48909
Voice: 517-373-9433; *Fax:* 517-373-7504
E-mail: ThompsonJJ@State.MI.US

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Michigan's Model to Improve the Performance of Students with Disabilities is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth.

Method: The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will focus on improving the capacity of those who work with children and youth. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels. Three priorities of this project are the following: 1) improving transition practices; 2) implementing positive behavioral interventions and supports; and 3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

Products: The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. A set of four "hubs" for coordinating

BEST COPY AVAILABLE

training and information flow will be established to: 1) develop information based on student progress indicators; 2) disseminate information to all participants in the education community; 3) support sustained learning leading to changes in the practice related to improving student performance; and 4) support districts in developing local capacity to assure quality services to all students.

Grant Number: H323A990016

Maryland State Program Improvement Grant

Project Director: Hession, Lucy
Maryland State Department of Education
Div. of Special Education
200 West Baltimore St.
Baltimore, MD 21201
Voice: 410-767-0242
E-mail: lhession@msde.state.md.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progress toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students aged three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel.

Method: This mission will be accomplished through informed leadership and involvement of people at all levels of the education community in a process that unifies the system by integrating the education of students with disabilities into statewide standards-based reform and accountability. Project services and activities will: 1) fully integrate education of students with disabilities into statewide standards-based reform and accountability; 2) expand opportunities of students with disabilities to participate in the general education curriculum and statewide performance assessments; 3) design and deliver professional development that responds to standards-based needs for building personnel competencies to improve education and outcomes of students with disabilities; 4) strengthen the capacities of preservice preparation programs to increase their productivity and their capacities to align preparation with standard-based reform and professional development; 5) improve the capacities of the statewide early intervention system to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn; and 6) assist school districts, higher education, professional development, and other stakeholders in using research and best practice for school improvement, program improvement, and management of change.

Products: The work of the State Improvement Grant will be of significant assistance to local education agencies striving toward educational improvement and inclusion within Maryland's nationally recognized accountability system.

Grant Number: H323A990018

Ka Hihi'o O Na Liko Ó Hawai'i Mua
(The Vision of the Budding Children of Future Hawaii)

Project Director: LeMahieu, Paul
Hawaii Department of Education
1340 Miller St.
Queen Liliuokalani Bldg, Room 309
Honolulu, HI 96813-2418
Voice: 808-586-3310; *Fax:* 808-566-3234
E-mail: Paul_LeMahieu@notes.k12.hi.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Hawaii State Department of Education state improvement plan will improve systems that provide early intervention, educational, and transitional services through an innovative personnel development program supported by coordinated policy, procedure, and practice interventions. This strategy is expected to lead to significant gains in in-school and post-school outcomes for children with disabilities.

Method: The project integrates personnel development and system improvement outcomes in order to build local capacity to meet the needs of students with disabilities. Interdisciplinary professional development teams will provide training to school-based teams that will implement new practices and provide feedback to policy level work groups, which recommend systemwide changes. As part of these teams, educators, related service providers, and parents are supported at the school level, which allows an easier development of improved procedures and potential policy improvements at the state level. This multilevel approach, linked with continuous feedback of information, will ensure lasting and sustained system improvements for children with disabilities and their families.

Products: The project's emphasis on state-level policy making, district-level training and support, and school-level practice will directly and positively affect outcomes for children with disabilities. As participants are trained and supported at each system level, capacity is developed to improve areas of critical need and sustain these improvements over time.

Grant Number: H323A990019

Utah State Improvement Grant

Project Director: Schroeder, Bruce
Utah State Office of Education
Services for At-Risk Students
250 East 500 South
Salt Lake City, UT 84111
Voice: 801-538-7711; *Fax:* 801-272-3479
E-mail: bruces@provo.k12.ut.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Through this state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

Method: The project will provide general and special educators with the content knowledge and collaborative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofessionals in the

area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

Products: The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

Grant Number: H323A990022

Improving Results Initiative

Project Director: Weaver, Nolene
Idaho Department of Education
Special Education Section
PO Box 83720
Boise, ID 83720-0027
Voice: 208-332-6917

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

Method: Specific activities that will help children and youth with disabilities to meet or exceed newly established content and performance standards include the following: implementation of state and local policies and procedures that strengthen the capacity of schools to improve educational results for all students, including those with disabilities; enhancement of the capacity for parents to influence reforms and increase their children's educational achievements; revision of professional and paraprofessional standards, certification requirements, and personnel development programs for the purpose of redefining personnel skills necessary to improve results for children and youth with disabilities; creation of a system of preservice and inservice training to ensure that parents and professionals are prepared to meet students' needs; effective administration, systematic evaluation, and continuous improvement of the project through a partnership with local and state education agencies and institutions of higher education.

Products: Institutions of higher education will receive subgrants to align training programs with revised standards, which will ensure that school personnel will have the skills and knowledge to sustain school improvements. A training clearinghouse will increase access to professional development by coordinating the preservice and inservice training efforts of all partners across the state. The project will also provide tuition waivers, assistanceships, and other incentives to recruit and train a sufficient number of individual, particularly those from underrepresented groups. Strategies to retain special educators and related services providers in employment will be implemented. These initiatives will present unique opportunities to reform and strengthen Idaho's education system in order to maintain a superior level of academic achievement by both regular and special education students.

Grant Number: H323A990026

Improving the Special Education System in California

Project Director: Parker, Alice D.
California Department of Education
Special Education Div.
PO Box 944272
Sacramento, CA 94244
Voice: 916-445-4602
E-mail: aparker@cde.ca.gov

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvements by delineating and prioritizing training, technical assistance, and other systemic needs.

Method: The project will help set high academic standards and clear performance goals for students with disabilities, along with appropriate and effective strategies and methods to ensure that students have maximum opportunities to achieve those standards and goals. Teachers will participate in comprehensive professional development programs to ensure that they will possess the skills and knowledge necessary to address the educational and related needs of those children. Finally, the project will work for service integration and the coordination of state and local education and other agencies to address the full range of student needs.

Products: Through its efforts, the project intends to increase the percentage of students with disabilities who are performing equal to or better than the average of students without disabilities, to increase the positive results achieved by students with disabilities on school and post-school outcomes as determined by state standards, to reduce the rate of suspensions and expulsions of students with disabilities compared to the rate of general education students, and to increase the percentage of special education students earning a high school diploma or GED so that the percentage is equal to or higher than that for nondisabled students. The project will increase the rate of special education teachers who are fully credentialed and the percentage of special and general education teachers responding to inservice training, resources, or technical assistance.

Grant Number: H323A990027

Massachusetts State Improvement Grant: Project FOCUS

Project Director: Mittnacht, Marcia M.
Massachusetts Department of Education
350 Main St.
Malden, MA 02148
Voice: 781-388-3300
E-mail: mmittnacht@doe.mass.edu

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Project FOCUS offers the following outcomes to guide statewide efforts toward systems improvement for the benefit of all students: 1) knowledgeable parents and service providers working together to provide high quality early intervention and preschool services within natural environments for infants and toddlers; 2) knowledgeable parents and educators working together to ensure that all students (K-12) have access to the general curriculum are supported across all educational settings, and are able to demonstrate their acquired knowledge as full participants in every aspect of education reform, including a variety of options for improved postsecondary

outcomes; 3) restructured teacher preparation and professional development programs to incorporate promising practices of teaching and learning for students with diverse abilities and needs, based on education reform standards, including strengthening ties among preservice programs, school districts, and local communities; and 4) enhanced accountability procedures at the state and local level for students, parents, and educators.

Method: Project FOCUS is designed to provide preservice and professional development activities for educators, parents, students, and other interested stakeholders. The major themes of parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to existing activities to maximize community, state, and federal resources are reflected across activities in six focus areas. The first focus area prepares providers and parents to understand and implement a shift in the provision of services and supports to natural environments during early intervention and preschool years. The second focus area, kindergarten and elementary ages, prepares teachers and parents with skills related to ensuring access to the general curriculum in general education settings for all students, with an emphasis on literacy skills (including Braille literacy), universal instructional design to accommodate diverse learning styles, and issues related to the educational climate. The third focus area will maintain the same content as the second focus area adjusted to respond to the needs of older students and generally different administrative and organizational features of middle schools and high schools. The fourth focus area will address enabling students with disabilities, ages 18-22, to participate in adult options, including postsecondary education and employment, with their nondisabled peers. The fifth focus area will assist teacher preparation programs statewide to restructure and unify curricula based on education reform standards and teaching methodologies to prepare general and special educators and paraprofessionals to work with all students within the context of a professional development school model. The sixth focus area will develop and enhance existing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

Products: A network of mentors will be created from various school districts across the state. Among other roles, mentors will assist with training and technical assistance activities. Three series of regional training sessions will be developed: one set for teams of early intervention and preschool educators, parents and service providers; a second set for educators, parents, and elementary-aged students; and a third set for middle school, high school, and transition-aged students, parents, educators, and employment-related service providers

Grant Number: H323A990028

Missouri Preparation of Personnel Partnership

Project Director: Friedebach, Melodie
Missouri Department of Elementary and Secondary Education
Div. of Special Education
PO Box 480
Jefferson City, MO 65102
Voice: 573-751-2965
E-mail: MFriedeb@mail.dese.state.mo.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The goal of the Missouri Preparation of Personnel Project is to improve the educational outcomes for students with disabilities and ensure a comprehensive statewide system of personnel preparation and development that reflects collaboration of consumers, professional organizations, local school districts, and higher education through the following: 1) to increase the supply of qualified special education personnel and related services personnel who are available to carry out the purposes of IDEA to provide special education services to children aged 3 to 21 years so that the shortage is reduced to 1% vacancy and 3% temporary certificates; 2) to provide professional development and systems enhancement to increase the percentages of students with disabilities that score at the near proficiency, proficient, and advanced achievement levels for the Missouri Assessment

Program content areas of Mathematics and Communication Arts (Reading) by 25%; 3) to increase by 25% the number of students with disabilities who graduate with diplomas and decrease by 25% the number of students with disabilities who exit the school without a diploma; and 4) to achieve systemic change throughout Missouri in increasing placements in regular education in targeted local districts by 20% through individualized training and technical assistance and changes in institutions of higher education.

Method: The project will: 1) establish a strong administrative structure; 2) designate an Advisory Board; and 3) establish a management information system that will allow for precise measurement of outcomes for students with disabilities and compile relevant statistics on educational personnel. The grant will build the capacity of local schools to provide services to the target population through fewer vacancies in critical special education and related services positions by providing implementation grants and extensive training opportunities.

Products: The project will produce: 1) a mentoring manual focused on ways to support new teachers in special education; 2) reading curricula and training for teachers developed by the Eisenhower-funded reading initiative; 3) fact sheets on findings of the evaluation of this project; 4) a multi-media inquiry-based curriculum for preservice and inservice professional development that supports inclusion and the Show Me Standards; and 5) effective tutorial interventions to raise achievement of lower functioning students.

Grant Number: H323A990029

Vermont State Improvement Grant

Project Director: Kane, Dennis
Vermont Department of Education
Family and Educational Support Team
120 State St.
Montpelier, VT 05620
Voice: 802-828-5118
E-mail: dkane@doe.state.vt.us

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The purpose of the Vermont state improvement plan is to improve educational results for children with disabilities through professional development, technical assistance, and dissemination of knowledge about best practices.

Method: Based on critical needs for professional development, the State Department of Education and its partners have identified four statewide initiatives for inclusion in the state improvement plan: 1) accommodating children with disabilities in statewide assessments; 2) preparing Master's level speech and language therapists committed to working in Vermont schools; 3) recruiting and supporting the preparation of sign language interpreters and occupational and physical therapists committed to working in Vermont; and 4) implementing model early literacy programs for all students, with special emphasis on students failing or at risk of failure, including those with disabilities. The framework for the improvement plan includes standards for vital results and fields of knowledge, recommendations for providing instruction, and assessment of student learning across the grades.

Products: Each of the four components of the project will result in system-wide improvements. The training and technical assistance provided by the statewide assessment component will enable special educators and IEP teams to use effective participation strategies and options that will result in the full participation of students with disabilities in statewide assessments. The establishment of a program at the University of Vermont for personnel preparation will assure a steady supply of appropriately trained professionals that will meet a continuing need. New opportunities for supporting the preparation of interpreters for the deaf and hearing impaired will improve the educational opportunities for these students. The early literacy component of the project, focused on

prevention, early identification, and intensive instruction for children at risk of school failure, will help to dramatically increase student performance. Working closely with its partners, the state will implement a comprehensive plan for dissemination of best practices. Each element of the plan will be evaluated and the results disseminated through all of the partners and will result in improved performance of students statewide.

Grant Number: H323A990033

Professional Development Partnerships for Improving Student Outcomes

Project Director: Vocke, Jacqueline
Pennsylvania Department of Education
333 Market St. 7th Floor
Harrisburg, PA 17126-0333
Voice: 717-772-3260
Website: http://www.pattan.k12.pa.us/svs/sip/Default.htm

Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Commonwealth of Pennsylvania through the Department of Education will develop a unified, integrated, and coordinated network entitled the Professional Development Partnership for Improving Student Outcomes. This Professional Development Partnership will be responsible for professional development, technical assistance, and dissemination of knowledge of best practices. All activities will focus on improving results for children with disabilities while promoting systemic change. Key goals of the state improvement plan include: 1) establishing high standards for students and teachers consistent with the Governor's Education Initiatives; 2) aligning the goals of the plan with goals and activities of appropriate state plans to promote coordination, collaboration, and systemic change; 3) establishing clear accountability methods that accurately measure the outcomes/performance of students while holding local education agencies accountable; 4) improving the quality and quantity of professionals, especially in areas of identified need/shortages, and 5) improving the recruitment, preparation, and retention of underrepresented groups of professionals.

Method: The state improvement plan (SIP) will build partnerships that focus on coordination and collaboration with existing agencies, programs, projects, and resources. Integration of the goals of the Professional Development Partnership within existing policies and state-level initiatives will be a primary focus to ensure systemic change. A two-tiered approach will be used: 1) state-level policy review and revision, and 2) local-level pilot implementation and evaluation. This two-tiered approach ensures that policy will be anchored in practice. Key strategies to insuring that goals of the SIP are met include: 1) providing coordinated technical assistance to local education agencies; 2) restructuring preservice training programs so that graduates are prepared to meet the complexities of today's students and the school environment; 3) changing state policies and procedures to address barriers to systemic change; and 4) disseminating best practice information to assist parents and professionals in translating policies and procedures into effective practices in schools resulting in improved student performance.

Products: This project through its coordinated partnerships and systemic reform will improve the results of students with disabilities. Aligning state and local policies and effective practices through the Pennsylvania Development Partnerships will enable all students to achieve their full potential and become productive citizens. Annual reports will be developed and disseminated to partners as well as a training summary of statistics and report. Project staff will provide preservice and inservice training, disseminate training packets via the World Wide Web, and disseminate personnel clearinghouse information via the World Wide Web.

Grant Number: H323A000003

Connecticut State Improvement Grant—Special Education

Project Director: Dowaliby, George P.
Connecticut Department of Education
Bureau of Special Ed
PO Box 2219, 165 Capitol Ave.
Hartford, CT 06145-2219
Voice: 860-807-2024; *Fax:* 860-807-2047
E-mail: george.dowaliby@po.state.ct.us

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will address identified state needs included in the Connecticut State Improvement Plan. Needs will be addressed through the formation of a statewide partnership team for leadership and through requests for proposals and incentives that support partnership teams of schools, institutions of higher education, state agencies, community organizations, and parents to: 1) improve systems' abilities to meet the needs of diverse learners; and 2) reduce personnel shortages in low-incidence disability populations with an increase in representation of minority personnel.

Method: The first goal will be accomplished by: 1) developing and replicating programs to address: transitions from Part B to Part C and to postsecondary situations, literacy in young children (ages zero to eight) and their parents, parental involvement, behavioral needs of children, and instructional methods to meet learners' needs; and 2) providing incentives to promote systems change in institutions of higher education to train educational professionals to meet the diverse needs of all children (0-21), including those with visual impairments. The second goal will be accomplished by: 1) developing a statewide coordinated data collection system to project future pools of qualified candidates; and 2) providing incentives to recruit students to enroll in training programs for bilingual speech pathologists, teachers of visually impaired, and other low-incidence populations.

Products: Existing partnerships will be strengthened and new partnerships will be formed, children's performance in literacy and behavior will be improved, and personnel shortages will be reduced with an increase in minority representation.

Grant Number: H323A000011

Montana's State Improvement Plan

Project Director: Bailey-Anderson, Susan
Montana Office of Public Instruction
Special Educ. Div.
State Capitol, PO Box 202501
Helena, MT 59620-2501
Voice: 406-444-2046; *Fax:* 406-444-3924
E-mail: sbanderson@state.mt.us
Website: http://www.opi.state.mt.us/SpecEd/index.html

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Montana's State Improvement Grant will help expedite the state's progress in creating an educational system in which all students receive the supports and services they require to be successful. Building upon a previously initiated general education reform effort, this project will encompass initiatives that serve three purposes: 1) to align concurrent activities within general and special education to create a unified and coherent agenda of school improvement in Montana; 2) to target specific areas of need unique to the delivery of services

to students with disabilities, creating new partnerships, approaches, and solutions to improve outcomes in areas known to be in need of improvement; and 3) to target statewide challenges in the area of personnel preparation, recruitment, retention, and professional development.

Method: Project goals will focus on three areas: standards-based reform; improved outcomes for students with disabilities; and personnel retention, recruitment, and professional development. Work in each of these areas will be coordinated by a team comprised of individuals whose collective knowledge, skills, and areas of responsibility create a context in which identified activities have the participation and resources necessary for completion. For example, coordinated responses to training needs can be developed when teams involve individuals representative of the preservice, inservice, and school implementation levels. All project initiatives are designed with this systems approach to maximize the impact of project initiatives.

Products: This project will assist in Montana's progress toward creating an educational system in which all students receive the supports and services they require to be successful. Formal school improvement partnership agreements with the Office of Public Instruction will ensure that project efforts are integrated with other State plans and will be aligned in a way that maximizes available resources. Agreements with the state's parent training center, institutions of higher education, and other organizations within the state will help ensure the sought-for outcomes for young children and students with disabilities in Montana.

Grant Number: H323A000012

Improving North Carolina's System of Education for Exceptional Children

Project Director: Baars, Fred; Harris, E. Lowell
North Carolina Department of Public Instruction
Exceptional Children Div.
301 North Wilmington St.
Raleigh, NC 27601-2825
Voice: 919-807-3993; *Fax:* 919-715-1569
E-mail: fbaars@dpi.state.nc.us

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The North Carolina State Improvement Project will establish and implement, in alignment with the comprehensive system of personnel development, program support services to significantly improve the performance and success of students with disabilities within the state. The project will work to improve basic skills performance for students with disabilities, increase the percentage of qualified teachers of students with disabilities, increase graduation rates and decrease drop-out rates of students with disabilities, and improve parent satisfaction with, and support of, school services.

Method: The administration and management of the project will be conducted through a collaborative educational partnership. A network of nine research-based training and demonstration centers will be established to demonstrate the implementation of research-proven approaches to the basic skills instruction and use of positive behavioral supports. These centers will provide training of trainers and resources in the use of research-proven methods for instruction in basic skills.

Products: The project will establish a system of continuous leadership training and support for school administrators, and a system of parent training and support. In combination with other state programs and resources, a system of recruitment and training support will be established to attract and retain special education teachers. An accountability system will also be established to measure the impact of the state improvement project and other restructuring and improvement efforts on the performance and success of students with disabilities.

Grant Number: H323A000015

Quality Education in the Last Frontier: Alaska's State Improvement Grant Proposal

Project Director: Anderegg, Cathy
Alaska Department of Education and Early Development
Teaching and Learning Supports
801 West 10th St., Suite 200
Juneau, AK 99801
Voice: 907-465-8723; *Fax:* 907-465-2806
E-mail: cathy_anderegg@eed.state.ak.us
Website: http://www.eed.state.ak.us/tls/sped/SIG.html

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Quality Education in the Last Frontier (QELF) project, Alaska's state improvement grant, is designed to increase educational services and successful outcomes for all students, including students with disabilities. The QELF project will provide extra support and technical assistance as well as facilitate collaboration among its partners.

Method: The QELF project will advocate for full inclusion of students with disabilities in statewide education reform activities by providing training, resources, and technical assistance to school districts, parents, families, communities, and state agencies. The project will also increase cooperation among stakeholders and build the capacity of systemic structures currently in place. Innovative strategies will be used to improve the recruitment, training, and retention of paraeducators and professional educational personnel.

Products: Through project efforts, more students, including students with disabilities, will participate in activities related to Alaska's Quality Schools Initiative and other school reform efforts. Parents, families, and community members will participate in activities that promote student achievement. The project will develop and sustain effective partnerships with state agencies that provide services affecting students' educational achievement and will develop an infrastructure to recruit, train, and retain paraeducators. An evaluation program developed by the project will ensure the efficient use of federal, state, and local resources for project activities.

Grant Number: H323A000016

Minnesota Statewide Systems Change Alliance in Special Education

Project Director: McMillan, William; Hale, Norena
Minnesota Department of Children, Families and Learning
Div. of Special Education
1500 Highway 36 W
Roseville, MN 55113
Voice: 612-582-8610; *Fax:* 612-582-8789
E-mail: norena.hale@state.mn.us

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Minnesota Statewide Systems Change Alliance is a collaborative partnership of parents, state and local education agencies, institutions of higher education, community service providers, and other organizations committed to implementing initiatives that will lead to measurable changes in the statewide system of special education. The goal of the Alliance is to create a comprehensive, integrated service delivery system of highly skilled personnel who will work together, along with parents, to ensure that students with disabilities are provided full access to general education programs.

Method: To guide its activities, the Alliance has adopted a model based on information obtained from statewide needs assessments as well as strategic goals identified by parent and professional groups. The model reflects priorities in three areas: facilitating access to general education curriculum and achieving results; implementing a coordinated, multidisciplinary interagency service system; and ensuring the availability of a qualified special education workforce. These areas represent the general framework from which all professional development and dissemination initiatives have been designed and will be implemented.

Products: The cadre of trainers trained by the project will provide ongoing staff development to increase collaboration between general and special education within the state. The project will develop training modules that outline a process to help teachers include graduation standards in IEPs or individual interagency plans. An interagency task force created by the project, which includes parents, advocates, and representatives from state agencies, will work together to design a school and community change model emphasizing interactive mastery, verbal persuasion, and vicarious experience. This model will be developed into a training manual; other training publications will be created and dissemination activities conducted regarding assistive technology planning.

Grant Number: H323A000017

North Dakota State Improvement Grant Project

Project Director: Wilcox, Cindy
North Dakota Department of Public Instruction
Office of Special Education
State Capitol Bldg, 600 East Blvd Ave., Dept. 201
Bismarck, ND 58505
Voice: 701-777-6315; *Fax:* 701-328-4149

Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Through the systematic analysis of a wide range of needs assessment data, the North Dakota Department of Public Instruction and its State Improvement Grant (SIG) Partners have established three goals to improve the results for children and youth with disabilities: 1) to have the necessary personnel to ensure effective services for children and youth with disabilities; 2) to have preservice and professional development systems that will build capacity of general education, special education, educational administration, related services personnel, and families to ensure quality education for all students in the least restrictive settings; and 3) to have youth with disabilities attain positive post-school results through consistent statewide transition planning and implementation.

Method: To provide the necessary personnel with preservice and professional development, the SIG Partners will develop a coordinated approach to meeting these needs statewide, including participation of the Partners in a leadership academy, roundtables, and numerous collaborative training activities. Pilot sites will be selected for the training and they will receive support in planning and implementing comprehensive school improvement strategies that are data-based and support access to the general education curriculum for all students. The sites will serve as the geographic focus of training that will result in a cadre of field-based consultants and in an increase in local capacity to provide technical assistance to school personnel. Additionally, a roundtable of the Partners will offer minigrants for parent and family participation in various activities, including co-training.

Products: Building on existing resources, the project will provide multiple approaches for delivery of continued technical assistance and training for service providers in a rural state through use of electronic technology and interactive television. Formal mentoring relationships will sustain and support first-year special education teachers throughout the state in a Resident Teacher Program. A network of field-based consultants will be established in each region of the state, not limited to public school personnel, but inclusive of other agencies.

Grant Number: H323A010003

Wyoming State Improvement Grant "Project Readiness"

Project Director: Walk, Rebecca
Wyoming Department of Education
2300 Capitol Ave.
2nd Floor, Hathaway Bldg.
Cheyenne, WY 82002-0050
Voice: 307-777-7417; *Fax:* 307-777-6234
E-mail: rwalk@educ.state.wy.us

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The Wyoming State Improvement Grant (WySIG) will build a systemic reform approach to ensure that all students, including students with special needs, actively participate in the regular classroom as Wyoming moves to a rigorous, standards-based educational system. Students with disabilities will receive the core educational services and programs that will enable them to master all of the state standards, beginning with the graduating class of 2005 and beyond.

Method: The four basic components of this reform approach involve: 1) improving the preservice and inservice training for teachers of Wyoming's students with disabilities; 2) recruiting and training qualified personnel to meet the needs of Wyoming's students with disabilities; 3) providing Wyoming's parents with learning tools to effect school reform; and 4) creating partnerships to implement this reform project. The project will integrate these four diverse components into an effective vehicle for educational reform in the best interests of Wyoming's students with disabilities. To achieve the vision, changes will be made at the school, local education agency, and the state level to help students.

Products: All initiatives for this project begin and end with the standards. The project begins by identifying the needs of the student with a disability and then proposing and executing activities that ultimately help that student meet the standards all other students are expected to meet. The ultimate outcome is to change policy at the state level by involving all the stakeholders and increasing the effectiveness of inclusive classroom practices by educators.

Grant Number: H323A010005

Florida's State Improvement Grant

Project Director: Goff, Shan
Florida Department of Education
Bureau of Inst Support & Community Srvcs
325 West Gaines St.
Tallahassee, FL 32399-0400
Voice: 850-488-1570; *Fax:* 850-921-8246
E-mail: goffs@mail.doe.state.fl.us

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The purpose of Florida's State Improvement Grant (SIG) is to improve results for students with disabilities by increasing the state's capacity to recruit, prepare, and retain sufficient numbers of qualified personnel to provide effective instructional and related services.

Method: The project consists of three major goals to accomplish this purpose: 1) ensure that sufficient numbers of qualified personnel are available in all regions of the state to provide effective instructional and related services; 2) enhance the capacity of colleges of education and departments of special education to increase the quality

of personnel preparation programs through the development and implementation of Faculty Innovation Institutes; and 3) support the participation of the state's Parent Training and Information Center (operated by the Family Network on Disabilities) in collaborative opportunities designed to increase the quality and availability of special education and related services personnel.

Products: The SIG will work with the existing system of the nine regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Each Partnership will design and implement activities to increase recruitment and retention of special education personnel (including administrators, teachers, paraprofessionals, and related service providers) into the profession. Through the design and implementation of annual Faculty Innovation Institutes, the project will provide teams of general and special education faculty from the state's universities and colleges with information and skills to increase the capacity of preservice preparation programs to provide effective, needs-based, research-validated personnel preparation.

Grant Number: H323A010006

New Jersey State Improvement Grant for Special Education

Project Director: Wohle, Roberta; Petroff, Jerry G.
New Jersey Department of Education
Office of Special Education Programs
P.O. Box 500
Trenton, NJ 08625-0500
Voice: 609-633-2040; *Fax:* 609-292-5558
E-mail: rwohle@doe.state.nj.us; jpetroff@doe.state.nj.us

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: New Jersey's State Improvement Grant is responsive to the challenge identified through the self-assessment process of the New Jersey Department of Education's Office of Special Education Programs, recent federal compliance reviews, and the vision of key self-assessment stakeholders: to maximize the development and learning of children and youth with disabilities ages birth to 21.

Method: The project goals include: 1) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and in academic, nonacademic, and extracurricular programs and the school community, and that promote successful transition of students with disabilities to adult life and community inclusion; 2) creating positive and effective school environments that foster collaboration with families of students with disabilities; 3) fostering the successful transition of children with disabilities from early intervention to preschool programs; and 4) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

Products: The New Jersey State Improvement Grant will contribute to comprehensive statewide systems change regarding access, equity, and positive outcomes for students with disabilities.

Grant Number: H323A010011

Circle of Commitment: New Mexico State Improvement Grant

Project Director: Howard, Sam
New Mexico State Department of Education
Special Education Unit
300 Don Gaspar Unit
Santa Fe, NM 87501-2786
Voice: 505-827-6541; *Fax:* 505-827-6791
E-mail: showard@sde.state.nm.us

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This State Improvement Grant creates the structural changes that New Mexico (NM) needs at state, regional and local levels to ensure that systemic improvements will occur. The four goals are: 1) build state education agency capacity for system alignment; improve student access, participation, and progress in general education; and provide FAPE; 2) establish a statewide system of personnel development and address under-representation in the professional education workforce; 3) improve student outcomes and support high needs districts; and 4) improve family and student participation and leadership in systemic reform.

Method: To align special and general education personnel development and improvement goals, local efforts must simultaneously be facilitated and guided at the regional and state levels. This three-tiered structure for change—local, regional, and state— will link reform strategies and ensure that systemic change will be sustained. Local level strategies will improve the school-level EPSS (Education Plans for Student Success) and include students with disabilities in the system of school improvement and accountability. At the regional level, the Regional Education Centers/Regional Cooperative Centers will be linked and coordinated with institutions of higher education to create an unprecedented partnership with local districts and parent training and information centers for system-wide personnel development. At the state level, a Personnel Development Mega-Council will be formed, with local and regional representation. Together these partnerships will provide a regional learning and support community, a state-wide train-the-trainer institute, and local district Professional Development Teams, to create a continuum of personnel development opportunities from initial recruitment, to preservice preparation, to school district induction, to continuing development. Ten "Pioneer" districts have been selected to serve as demonstration sites for several initiatives, so that specific reform strategies can be validated before they are replicated statewide.

Products: The project will create a coherent set of strategic goals and actions that will impact priority student, family, and personnel outcomes. By involving families and consumers as meaningful partners with state and local leaders in systemic reforms, project results will be sustained and strengthened beyond the project period.

Grant Number: H323A010013

Oregon's Special Education State Improvement Plan: Project PURSUIT (Providing Ultimate Results for Students Using Improved Teaching)

Project Director: Johnson, Steve; Burr, Jacquelyn
Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310-0203
Voice: 503-378-3600; *Fax:* 503-378-5156
E-mail: steve.johnson@state.or.us
Website: http://www.ode.state.or.us/sped/sig/

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Oregon's State Improvement Plan for Special Education — Project Pursuit — will support partnerships to achieve these three goals: 1) improve reading achievement for students with disabilities; 2) have greater access to the Oregon Statewide Assessment System at their appropriate instruction levels for students with disabilities; and 3) recruit and retain highly qualified special education personnel.

Method: To arrive at these goals, four distinct needs were identified by educators and parents, and were informed and driven by data provided by the Teacher Standards and Practices Commission, the Oregon University System, and the Oregon Department of Education. The four needs are the following: 1) children with disabilities demonstrate low levels of achievement in reading; 2) children with disabilities have low levels of participation in statewide assessments and those who participate demonstrate poor performance in assessments; 3) teacher attrition in general and special education remains high and is growing; and 4) teachers are in great need of strategies for differentiating instruction, increasing participation in assessment, and teaching reading. The partnerships carrying out the work will involve the Oregon Department of Education, five campuses of the Oregon University System (the University of Oregon, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University), five education service districts, local school districts, and the Coalition in Oregon for Parent Education.

Products: This project will improve the identification and diagnosis of reading difficulties in students with disabilities, improve reading instruction, include greater numbers of these students in the Oregon Statewide Assessment System, and support recruitment and retention efforts statewide.

Grant Number: H323A010015

Maine State Improvement Plan

Project Director: Rosen, Pamela Clark
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Voice: 207-624-6648; *Fax:* 207-624-6651
E-mail: pam.rosen@state.me.us

Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: Like many states, Maine is currently addressing educational reform, focused on "The Learning Results," among the highest standards in the nation. This State Improvement Grant will fully integrate special education personnel, services, and students with disabilities and their families into Maine's systemic efforts.

Method: The project will carry out the following activities: 1) improve the participation and performance of students with disabilities in Maine's Learning Results; 2) increase parent education, support, satisfaction, and involvement in Maine's initiatives at the local, district, regional, and state levels; 3) improve Maine's system of recruitment, retention, and certification of special education personnel; 4) improve the ongoing professional development of parents and educators; and 5) build the capacity of Maine's educational accountability system to address state performance goals and indicators. Professional development activities will be delivered through regional partnerships involving the Maine Department of Education, school districts, inservice providers and institution of higher education.

Products: As a result of this project, increasing numbers of students with disabilities will: 1) meet the Learning Results; 2) graduate from high school; and 3) enter postsecondary education and employment. More families with children with disabilities will be actively involved in their children's education and in professional development activities. The quality of Maine's educational personnel will improve. Maine's educational accountability system will improve its collection, analysis, and use of data at school, district, and state levels.

Grant Number: H323A020005

South Carolina State Improvement Grant

Project Director: Merritt, Melinda
South Carolina Department of Education
1429 Senate St.
Columbia, SC 29201
Voice: 803-734-0705; *Fax:* 803-734-4824
E-mail: mmerritt@sde.state.sc.us

Beginning Date: 11/01/02
Ending Date: 10/31/07

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will foster and sustain systemic reform in South Carolina's public schools by developing, implementing, evaluating, and refining a statewide educational model that results in improved educational outcomes for all students in South Carolina.

Method: The project will carry out the following activities: 1) create a comprehensive statewide system to identify students who are at risk for the development of reading and behavior problems; 2) increase the reading achievement levels and prosocial behaviors of all students; 3) develop and implement programs to address the reading and behavioral problems of children and youth who are identified as at risk for developing serious reading and behavior problems or who have developed serious reading and behavior problems; 4) implement a professional development system that fosters the adoption of research-based educational practices and ensures that these practices are used and sustained; and 5) decrease the percentage of South Carolina's students who are in special education, specifically focusing on the overrepresentation of students who are from racial and ethnic minorities.

Products: The project will link assessment, research-based practices, and data-based progress monitoring into a coherent, conceptual framework and implement it in South Carolina's schools. The model emphasizes prevention and ultimately will be implemented statewide through technical assistance and professional development. The project will enhance the state's capacity to provide early intervention and research-based instruction to young children at risk of developing serious reading and behavioral problems and to children whose problems are already serious.

Grant Number: H323A020008

Wisconsin State Improvement Grant — Improving Results for Children with Disabilities

Project Director: Taylor, Carolyn Stanford
Wisconsin Department of Public Instruction
125 South Webster St.
P.O. Box 7841
Madison, WI 53707-7841
Voice: 608-266-1649; *Fax:* 608-267-3746
E-mail: carolyn.stanford.taylor@dpi.state.wi.us

Beginning Date: 11/01/02
Ending Date: 10/31/07

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: This project will assist the Wisconsin Department of Instruction and its partners with reforming and improving state systems providing early intervention, education, and transition services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices.

Method: Wisconsin's State Improvement Grant will build on the State Improvement Plan for Children with Disabilities, and through a unified systems change model will accomplish the following: 1) improve the quality of outcomes for young children with disabilities through system-level partnerships and collaboration among families, early intervention, childcare, Head Start, and school-based early childhood staff and programs; 2) assist school-age children to successfully meet challenging academic and behavior standards, by improving the quality of educational services and collaboration among professionals and parents; and 3) improve and enhance postsecondary education and employment for students with disabilities through intensive professional development, transition interventions, and statewide collaboration among parents, educational institutions, and other service agencies.

Products: This project will achieve the following student outcomes over the five-year period: 1) young children with disabilities, birth to 5 years old, will receive special education and related services from well-trained personnel in a rich array of appropriate natural environments to reach their full potential and developmental milestones; 2) all students, including students with disabilities, will meet high standards for academic performance in reading, math, and personal behavior; and 3) students with disabilities, ages 14 and older, will develop critical skills and access opportunities that will enable them to become independent, productive, and included citizens in society.

Grant Number: H323A020012

Delaware State Improvement Grant

Project Director: Smith, George A.
Delaware Department of Education
P.O. Box 1402
Dover, DE 19903-1402
Voice: 302-739-4667; *Fax:* 302-739-2388
E-mail: gasmith@state.de.us

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Larry Wexler
Voice: 202-205-5390
E-mail: larry.wexler@ed.gov

Purpose: The five-year project has two major goals: 1) through the use of trained teachers and the implementation of scientifically based research regarding the teaching of early literacy and reading skills, preschool, grade K-3, and grade 4-12 students with disabilities will make significant reading gains over their baseline (entry level) scores, or against comparable control groups; 2) through the provision of supports, accommodations, and differentiated instructional strategies, all students with mild and moderate disabilities will gain access to and progress in the general curriculum.

Method: Major project strategies to be employed include: 1) literacy/reading training modules that include teaching skills, assessment, and effective instruction will be adapted and developed; 2) the modules will be used to train special education teachers and early childhood providers on scientifically based literacy/reading teaching strategies, implement the training, and gather pre/post curriculum-based assessment samples; 3) after gaining experience using the strategies, teachers will receive a second level of training focusing on analysis of child assessment data and learning activities; 4) a third level of training will be given later to expand knowledge of scientifically based pre-literacy/literacy skill development and parent/family involvement; and 5) the training team will provide ongoing support, training, and coaching for teachers; institutions of higher education (IHEs) will provide ongoing support, training, and coaching for teachers; and IHEs will provide weekly telecasts and coursework. To facilitate access to the general curriculum, three Master Teachers will review all available universal design research and effective techniques; facilitate the implementation of pilot universal design efforts in two curriculum areas in three school districts to expand access to the general education curriculum; and train key school personnel and help develop and implement a three-year plan using universally designed curriculum in the districts.

Products: Through the use of these strategies, Delaware will provide system change and impact the areas of need. Project goals anticipate: 1) a larger percentage of special education students will pass the reading part of the statewide assessment; 2) the percent of special education students successfully included within general education classrooms for at least 80% of the day will increase to the national average or above; and 3) the number of special education students returning to general education and graduating with a diploma will increase and the number dropping out will decrease.

Technology and Media Services

84.327A
Steppingstones of Technology Innovation for Students with Disabilities

Grant Number: H327A020021

PEGS! for Parents: Practice Effective Guidance Strategies: An Animated Interactive CD-ROM for Parents to Guide Children with Difficult-to-Manage Behavior

Project Director: Quirk, Constance
University of Georgia
Developmental Therapy - Teaching Programs
P.O. Box 5153
Athens, GA 30604-5153
Voice: 706-369-5689; *Fax:* 706-369-5690
E-mail: mmwood@arches.uga.edu

Beginning Date: 10/01/02
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project will respond to the expressed needs of parents for ways to successfully guide their children who have social-emotional-behavioral disabilities or mental health problems, with or without other disabilities. The project will collaborate with parents to design, field test, and disseminate a trio of interactive CD-ROM programs that offer practical, educationally sound, culturally sensitive information and encourage practice using positive behavior management in a format appropriate for independent adult learning. This project is designed for parents, foster parents, teen parents, grandparents, and informal childcare providers of children from ages 2 years to 16 years.

Method: Project activities will include: 1) produce an interactive CD-ROM simulation using a game format in which parents of children, with or without disabilities, can select child characters similar to their own children's ages, race, and gender; view challenging situations in several home and community settings; choose from 12 behavior management strategies; and view animated changes in children's behavior with feedback about the parents' strategy choices; 2) produce two additional CD-ROM stand-alone interactive tutorials that extend the game content for parents seeking expanded information about positive management strategies and ways to talk with children in crisis situations to foster developmentally appropriate problem-solving skills; 3) conduct ongoing formative evaluations with representative parent groups to determine ease of use, practicality, relevance, and effectiveness for parents; and 4) develop a plan for disseminating product information to parents, parent organizations, schools, and agencies that provide services to families of children with special needs. The content for the project will be drawn from the Developmental Therapy Teaching model, validated by the National Institute of Education's Program Effectiveness Panel as a research-based educational approach for promoting healthy social-emotional development and responsible behavior in troubled children and youth.

Products: When used by parents seeking to improve their skills in managing children's difficult behaviors effectively, the long-term impact of the CD-ROMs can be immense. As a highly transportable, low-cost opportunity for independent adult learning, it is anticipated that the CD-ROM products will reach many parents. As their children mature or as new children are born, fostered, or adopted, parents can reconfigure the CD-ROM to

conform to changing family constellations. They can also periodically update their skills independent of a formalized training program. The products will also offer educators a resource for co-training with parents to encourage use of similar behavioral supports at home and school. Such coordinated management of children's difficult or disruptive behavior should result in improved educational outcomes. With training in the same basic strategies used at school, parents can be contributing members of school-based team efforts to provide effective programs for their children.

Grant Number: H327A020032

Research on Effectiveness of BASICS (Baby Awareness and Support through Interactive Computer Systems) - Phase 2

Project Director: Sampers, Jackie
University of Kentucky
Division of Neonatology
MS-475, 800 Rose St.
Lexington, KY 40536-0298
Voice: 859-257-6481; *Fax:* 859-257-6106
E-mail: jsamper@uky.edu
Website: http://webdev.mccs.uky.edu/BASICS/

Beginning Date: 12/07/02
Ending Date: 6/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This Phase 2 project will examine the success of Phase 1 of BASICS (Baby Awareness and Support through Interactive Computer Systems). The BASICS Phase 1 project developed an interactive computer system (ICS) that was user-friendly, multilevel, and provided a touch-screen kiosk. The system is used to support families of infants who have a high probability of having a handicapping condition as evidenced by the presence of an established risk.

Method: BASICS effectiveness will be evaluated using parent/consumer focus groups and expert reviews to ensure that project topics are complete and user-friendly. Use of focus groups will allow for formative evaluation using both qualitative and quantitative data-gathering techniques. Also, a matched-randomized, experimental design will be used, with a treatment group of 60 and a control group of 60. Families will be asked to participate if they have an infant residing in the Neonatal Intensive Care Unit (NICU) and having an established risk. The ICS system will record the number of times each member uses the system, how long they use the system, and the frequency and duration with which branches are accessed. Dependent measures, using control and treatment group data, will include: 1) number of hospital visits; 2) Parent Stress Scale: Neonatal Intensive Care Unit; 3) a bedside observation tool; 4) The Family Needs Survey; 5) Family Resource; and 6) parent satisfaction scale. Additionally, an evaluation of the system will be completed to examine the person-computer interface with open-ended observations and interviews. Functionality of the system will be explored by persons with disabilities and they will be asked to complete survey information including Bug Reports, Content Evaluation Forms, Design Evaluation, and Sibling Reaction Forms.

Products: BASICS will empower parents of infants in the NICU by giving them access to touch-screen computers where they can learn, in simply stated English or Spanish, about their babies' conditions, treatment, and prognosis.

Grant Number: H327A020050

Early Childhood Technology Integrated Instructional System (EC-TIIS 2)

Project Director: Hutinger, Patricia; Robinson, Linda
Western Illinois University
Center for Best Practices in Early Childhood
27 Horrabin Hall
Macomb, IL 61455-1390
Voice: 309-298-1634; *Fax:* 309-298-2305
E-mail: pl-hutinger@wiu.edu; l-robinsonl@wiu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This Phase 2 project will test and further refine the Web-based training developed during Phase 1 of the Early Childhood Technology Integrated Instructional System (EC-TIIS), and will ultimately provide a teaching/learning website that is easy for families and educators to access and use and that contains information leading to improved technology services for young children with disabilities. This project addresses these two elements: improving the results of the education of young children from ages three to eight with disabilities, and improving access to and participation in the general curriculum.

Method: The EC-TIIS Phase 1 project website is a teaching/learning virtual community that combines training content from ideas that work (including those from the Center for Best Practices in Early Childhood's tested and effective early childhood technology-related projects (referred to as Knowledge Base Projects)) into a series of nine workshops designed to provide technology knowledge and skills. Using a mixed methods approach of quantitative and qualitative data, EC-TIIS 2 will be tested by educational staff, families, and preservice students across four groups.

Products: The findings of EC-TIIS Phase 2 will contribute to the development of knowledge and practices used in staff development and personnel preparation related to appropriate early childhood experiences paired with technology practice.

84.327L
Television Access

Grant Number: H327L020008

Accessible Children's Television Programs: Captioning and Description of Children's Programming Provided by the Media Access Group at WGBH

Project Director: Idoni, Linda
WGBH Educational Foundation
Media Access Group
125 Western Ave.
Boston, MA 91502
Voice: 818-562-3344; *Fax:* 818-562-3388
E-mail: linda.idoni@wgbh.org

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: JoAnn McCann
Voice: 202-205-8475
E-mail: joann.mccann@ed.gov

Purpose: The Media Access Group at WGBH will caption and describe children's television programming that is distributed nationally through the Public Broadcasting System (PBS) and Nickelodeon networks.

Method: The Media Access Group (MAG) service departments, Descriptive Video Service and The Caption Center, will describe 124 hours of programming and caption 58 hours in the first year of the project. MAG will continue captioning Nickelodeon's "Rugrats," among others. This Emmy-award-winning show continues to be one of Nickelodeon's top-rated programs. MAG will also expand accessibility on PBS's "Barney and Friends" and "Angelina Ballerina" by both captioning and describing these series. "Barney" is designed for a preschool audience and assists in developing thinking and social skills, while "Angelina Ballerina" is targeted to three-to-seven year olds and teaches life lessons and positive values. An additional objective of this project is to continue to reach out to children who are deaf, hard of hearing, blind and visually impaired, as well as their teachers and parents, to gather feedback and evaluation, and through the project's consumer advisory group, to obtain approval and input on the program selection, educational value of the programming, and methods used for and quality of the captioning and description. Such feedback will be used to improve the captioning, description and outreach processes.

Products: This project will serve approximately 1.6 million children who are deaf, hard of hearing, blind, or visually impaired and millions of adults who are deaf, hard of hearing, blind, or visually impaired who share and enjoy television viewing with their children. The project will provide accessible educational media and will increase the awareness of these services by educators, parents, and the general public.

Grant Number: H327L020045

Accessible Children's TV: Nickelodeon and GAS Network Programming

Project Director: Duckler, Max S.
CaptionMax, Inc.
530 N. Third St., #210
Minneapolis, MN 55401-1253
Voice: 612-341-3566; *Fax:* 612-341-2345
E-mail: max@captionmax.com

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: JoAnn McCann
Voice: 202-205-8475
E-mail: joann.mccann@ed.gov

Purpose: This project will bring offline captioning and video description of children's television programs to deaf and blind children and their families. Programming will be provided by the children's television network, Nickelodeon, and its sister companies, Nick Games and Sports for Kids (GAS) and Noggin/The N.

Method: All programs selected will be televised nationally and have a lengthy shelf life, airing many times on the individual networks and through cross-programming on the sister networks. Half of the selected programs will be broadcast as part of Cable in the Classroom and will be accompanied by support materials and teacher guides. All of the series chosen are educational in nature.

Products: CaptionMax will caption and describe 120 hours of children's programming. Through this project, CaptionMax will show the value of captioning and describing educational and culturally rich programs from networks designed specifically to reach kids.

84.327M
Technology Research to Practice

Grant Number: H327M000014

Assistive Technology for Law to Practice for Early Intervention Children with Disabilities

Project Director: Oliver, Deborah A.
Union-Baker Education Service District
10100 N. McAlister Lane
Island City, OR 97850
Voice: 541-963-4106; *Fax:* 541-963-7256
E-mail: doliver@mail.ubesd.k12.or.us

Beginning Date: 1/05/01
Ending Date: 1/04/04

OSEP Contact: Jane Hauser
Voice: 202-205-8126
E-mail: jane.hauser@ed.gov

Purpose: This project focuses on the assistive technology needs of children, specifically applied to technology use and access, technology-integrated curriculum, and improving transitions for young children with regard to assistive technology needs. The project will serve children receiving early intervention in eastern Oregon.

Method: The first priority will be to develop, revise, and implement a process to consider and provide for assistive technology needs through the development of an Assistive Technology Plan, which includes the following elements: referral, evaluation, extended assessment, plan development and implementation, review, and transition planning. The second priority will be the implementation of assistive technology planning with a specific focus on integrating software, peripherals, access, and individual assistive technology needs into curriculum designed to increase developmental levels for children with disabilities. The final focus will be to increase the quality of transitions for children from Early Childhood Special Education to elementary school with regard to assistive technology needs, by focusing on training, policy development, and interagency agreements.

Products: The expected outcomes will include an Assistive Technology Plan for early intervention children, computer work stations at all Early Intervention classroom sites, and an Internet connection at each site. An equipment lending library, software library, and transition planning process will be developed. The targeted results will include improved assessment, plan development, and provision of technology-integrated services and/or devices to children. Transitions will reflect intentional attention to the assistive technology needs of children with no decrease in the provision of services and/or devices.

Grant Number: H327M000015

From Research to Practice: The Use of Microcomputer Technology to Enhance Infants' Lives Project

Project Director: Bednersh, Florene
Santa Barbara County Education Office
4400 Cathedral Oaks Road
P.O. Box 6307
Santa Barbara, CA 93160-6307
Voice: 805-964-4711; *Fax:* 805-683-2482
E-mail: flogo@sbceo.org

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jane Hauser
Voice: 202-205-8126
E-mail: jane.hauser@ed.gov

Purpose: This school-based project will bring the research of microcomputer technology, in conjunction with the use of adaptive switches and pediatric software, into practice in the Early Start Infant Programs. The project will address the fact that the results of research and development efforts are not applied in practice and will help students to achieve their full potential.

Method: The project will focus on leadership and planning, access to appropriate technology, training, ongoing technical support and coaching, collaboration, and adequate teacher time. The project's technology model will be offered in the Early Start Centers, in the community, and in the infants' homes. Training will be offered to the teachers and parents of the infants.

Products: The integration of a comprehensive model for microcomputer technology into an existing public school structure will significantly increase the efficiency and quality of instruction, while decreasing the amount of teacher time needed to achieve instructional objectives. In addition, it will enhance the quality of life for the infants and their families.

84.327Q
Congressionally Mandated Activity

Grant Number: H327Q020001

Reading Rockets: A Multimedia Literacy Project

Project Director: Gunther, Noel
GWETA, Inc.
2775 South Quincy St.
Arlington, VA 22206-2060
Voice: 703-998-3290; *Fax:* 703-998-2060
E-mail: ngunther@weta.com
Website: http://www.readingrockets.org

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Jane Hauser
Voice: 202-205-8126
E-mail: jane.hauser@ed.gov

Purpose: "Reading Rockets" is a multimedia project that will disseminate research findings on early diagnosis, intervention, and effective strategies for teaching reading to young children with reading disabilities. "Reading Rockets" aims to reach teachers, parents, child care providers, school administrators, policy makers, and others who care about helping at-risk children learn how to read.

Method: The "Reading Rockets" project includes the following: 1) a one-hour documentary on reading instruction, to be narrated by Morgan Freeman airing in the spring of 2002; 2) an ambitious, comprehensive reading website (www.readingrockets.org) offering practical information, expert advice, and resources on reading; 3) a five-part educational series focusing on innovative strategies to teach reading, featuring children's book authors such as Kate Duke, Rosemary Wells, and William Joyce; 4) a series of teleconferences produced in conjunction with the National Association of State Directors of Special Education; and 5) a bilingual print guide.

Products: This project plans to: 1) extend the life of the "Reading Rockets" website and provide additional features on the site; 2) produce a sixth-half hour program in the educational TV series; 3) broadcast the entire educational series on public television; 4) launch an intensive outreach effort, including the creation of a local outreach initiative that will serve as a model for national replication; 5) launch a more extensive promotional effort for the documentary and website; and 6) produce public service announcements featuring children's book authors and famous astronauts, to be aired on public TV stations.

84.327X
Research Institute on Technology for Early Intervention

Grant Number: H327X010003

Research Institute on the Use of Technology in Early Intervention

Project Director: Campbell, Philippa H.
Thomas Jefferson University
Jefferson Medical College
1025 Walnut St.
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu
Website: http://tnt.asu.edu

Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Jane Hauser
Voice: 202-205-8126
E-mail: jane.hauser@ed.gov

Purpose: The complexity of issues surrounding the use of assistive technology (AT) to support the development of infants and toddlers with disabilities is the focus of a comprehensive and integrated five-year program of research and dissemination that has a projected result of impacting AT use and the practices of early intervention service providers and families. AT devices/services have the potential for promoting children's opportunities to learn from activities in their homes and in community settings where they and their families spend time. As such, AT, whether low- or high-tech, is a tool that can be successfully used by families to increase their children's learning opportunities.

Method: The Institute's research program is guided by a conceptual model that views families at the center of their children's learning and development. Families play a key role in mediating "mismatches" between their children's abilities and the social and physical demands of environmental settings. AT devices/services can be meaningful mediators to the extent that families are informed about, and have easy access to, AT resources. Other factors that may impact AT knowledge and access include policy, community resources and financing, and the perceptions and knowledge about AT held by early intervention service providers and families. These factors, and their interrelationships, comprise the five major areas of the research program: 1) AT use; 2) policy and resources; 3) decision making practices; 4) training and support; and 5) dissemination. A comprehensive program of research will be implemented in each of these areas in order to gain a broad-based view of AT within early intervention programs across the country. More detailed and focused studies will be implemented in two communities in each of a specially selected sample of 12 states (total of 24 communities). The Institute is a collaboration between two universities, Thomas Jefferson University and Arizona State University, which provide the Institute with linked sites in the eastern and western regions of the country.

Products: Technology is a major component of the way in which the Institute's objectives will be accomplished. A website is a central feature and will be used for data collection, training and information dissemination, and other functions. Interviews will be computer-assisted so that results may be easily tabulated and analyzed. Teleconferencing, email, listservs, and other traditional modes of communication will be used to promote collaboration among Institute participants.

INDEXES

Project Director Index

A
Anderegg, Cathy 227
Anderson, Corinne 139
Arcari, Teresa 108
Armiger, Susan 34
Armstrong, Mike 214
Asmus, Jennifer 30
Ayankoya, Betsy 49

B
Baars, Fred 226
Bailey-Anderson, Susan 225
Baird, Samera 114
Baker, Christine P. 119
Baldwin, Vic 189
Ballard-Rosa, Maurine 101
Beckman, Paula J. 45, 105, 132
Bednersh, Florene 244
Benson, Paul R. 13
Bess, Fred H. 96, 128
Biklen, Douglas 131
Boone, Harriet A. 133, 151
Boone, Rosalie 141
Boulware, Gusty-Lee 51
Boyer, Lynn 180
Braden, Jeffrey 21
Brauen, Marsha 202
Bricker, Diane 50, 117, 134
Bridges, Sheila 142
Brookfield, Jeffri 72
Brown, Paula M. 120
Browne, Barbara 110, 130
Brownell, Mary T. 164
Bruder, Mary Beth 31, 41, 78, 96, 158
Bryar, Marlene 215
Bullock, Lyndal 95
Burke, Janice P. 106
Burr, Jacquelyn 231
Burroughs, Jill 195
Buschbacher, Pamelazita 55
Buysse, Virginia 3, 69

C
Campbell, Philippa H. 9, 14, 19, 83, 247
Case-Smith, Jane 116
Cashman, Joanne 171
Castro, Dina 49
Catlett, Camille 60, 159
Causey, Julia 211
Chambers, Jay G. 90
Chen, Deborah 66, 157
Christensen, Kathee 100
Clark, Michael 149
Cole, Kevin N. 59
Compton, Mary V. 107, 126
Concepcion, Janette 35
Conroy, Maureen 30
Cook, Ruth 136
Cooper, David 132
Copenhaver, John 185
Correa, Vivian 130
Coulter, W. Alan 200
Cox, Ann 98
Cox, H. Douglas 212
Crais, Elizabeth 133, 151
Cross, Lee S. 121

D
Daniels, Carol 196
Darch, Craig 135
Davis, Judith D. 137
Deardorff, Pamela 161
Delaney, Elizabeth 118
Dennison, Elizabeth M. 63
Dermyer, Carol 196
Dinnebeil, Laurie 121
Dodd, Mary 112
Dowaliby, George P. 225
Duckler, Max S. 242
Dunlap, Glen 32, 85
Dunst, Carl J. 11, 38, 40, 69, 70
DuPaul, George 129

E
East, Bill 171
Epstein, Michael H. 80
Espe-Sherwindt, Marilyn 68, 106

F
Fabes, Richard 127
Falco, Ruth 110
Fazzi, Diane L. 112

Fernandez, Alberto 102
Ferrier, Linda 98
Fey, Marc 8
Fitzgerald, Linda May 27
Flores, Nieves 194
Flynn, Linda 128
Flynn, Nona M. 58
Fowler, Susan A. 65
Fox, Lise 32, 85, 158
Frank, Adrienne 43
Freund, Maxine 130
Friedebach, Melodie 222
Fuchs, Doug 23
Fuchs, Lynn 23

G
Garland, Corinne 43, 61
Gavilan, Marisal 102
Gettinger, Maribeth 26
Glover, Barbara 162
Goff, Shan 229
Goldberg, Paula F. 167, 207
Goldstein, Howard 152
Golper, LeeAnn 116
Gonzalez, Lourdes 138
Grisham-Brown, Jennifer 46
Gunther, Noel 246

H
Hale, Norena 227
Hale, Sue 116
Hallam, Rena 84
Halle, James W. 17
Hamlin, Theresa 34
Hammond, Helen 148
Haney, Michael L. 198
Hanline, Mary Frances 22, 158
Hanna, Gerada 96
Harbin, Gloria L. 41, 155, 162
Harper-Whalen, Susan 82
Harris, E. Lowell 226
Harris, Meredith 98
Harrison, Holly 72
Hatton, Deborah 32, 125
Hebbeler, Kathleen 89
Hecht, Barbara 123
Hedlund, Rodd 73
Hession, Lucy 218
Hitchcock, Chuck 39
Horn, Eva 20, 109, 133
Horner, Rob 187
Howard, Sam 231
Howell, Richard 72
Huebner, Kathleen 104
Hunt, Pamela 26
Hutinger, Patricia L. 56, 241
Hyter, Yvette 149

I
Idoni, Linda 242

J
Jamison, Sharman 207
Jarrett, Marion 110
Jenkins, Joseph 7
Johanson, Joyce 56
Johnson, Steve 231
Jordan, Dixie 167
Jung, Eun-Young 3
Jung, Sunhwa 4

K
Kaiser, Ann 127
Kame'enui, Edward J. 6
Kane, Dennis 192, 223
Kendziora, Kimberly 28
Kennedy, Bonnie 149
Kennedy, Marianne 120
Kielhofner, Gary 118
Killoran, John 79
Kimball, Walter 160
Klein, M. Diane 66
Kliewer, Christopher 27
Kniest, Barbara A. 61
Kolobe, Thubi 118
Kozleski, Elizabeth 172, 174
Kratochwill, Thomas 21

L
Lamorey, Suzanne 127
Lane, Holly 52
Leitschuh, Carol 54
LeMahieu, Paul 219
Lewis, Raymond 119
Lieber, Joan 45, 132
Lifter, Karin 98
Linares-Orama, Nicolas 25
Linder, Toni 29
Littlefield, Ruth 197
Long, Thomas 147

Longhurst, Thomas M. 113
Lopez-Reyna, Norma 178
Lougeay, Janice 112

M
MacPherson, Benith 36
Magliocca, Larry 183
Mahoney, Gerald 50, 68, 122
Mallory, Judy 216
Maloney, Ted 79
Markowitz, Joy 176
Marsal, Linda 168, 170
Marti-Calzamilia, Luis 25
McConnell, Scott 22
McCormick, Katherine 84
McCubbin, Jeffrey A. 150
McDonnell, Andrea 103
McEwen, Irene 117
McInerney, William 121
McLaughlin, Margaret J. 156
McLean, Mary 113, 149
McLoughlin, Caven 106
McMillan, William 227
McNulty, Joe 189
McSwain, Arletha 143
McWilliam, Phyllis J. 75
McWilliam, Robin A. 17, 160
Mercer, Dixie 115
Merritt, Melinda 233
Milbourne, Suzanne 83
Milburn, Penny 193
Miller, Jon 101
Miranda, Maria I. 100
Mittnacht, Marcia M. 221
Montague, Marjorie 143
Monteith, Dianne S. 138
Moore, Susan 147
Mott, Donald 47
Myles, Brenda 99

N
Nelson, Debra 78
Nelson, Nickola 149
Nelson, Ron 80
Niemeyer, Judith A. 107, 126
Notari-Syverson, Angela 52, 57

O
Odom, Samuel L. 12
Okada, Doris 103
Oken, Barbara 98
Oliver, Deborah A. 244
Olsen, Kenneth 182
Olson, Jennifer 57
Osher, David 28
Ostrosky, Michaelene 3
Otis-Wilborn, Amy 113
Ottlinger, Kerry A. 214

P
Palma, Gloria 140
Palmer, Susan 20
Parker, Alice D. 221
Parrish, Thomas B. 90
Peter, Marshall 173
Peters-Johnson, Cassandra 202
Petroff, Jerry G. 230
Pittman, Paula 64, 77
Pullen, Paige C. 123
Pyfer, Jean 141

Q
Quirk, Constance 239

R
Raab, Melinda 47, 69, 70
Reed-Victor, Evelyn 98
Reedy, Kristin 185
Reilly, AmySue 114, 152
Reiman, John 191
Reiser, Mark 9
Rhyner, Paula 149
Ripley, Suzanne 179
Roberts, Richard N. 14
Roberts, Sally 42, 132
Robins, Kathleen 103
Robinson, Cordelia 80, 81
Robinson, Linda 241
Robison, Richard J. 75
Rodriguez, Patricia 63, 67
Rose, David 39
Rose, Susan 108
Rosen, Pamela Clark 199, 232
Rosenberg, Steve 80
Rosenkoetter, Sharon 47, 111
Rous, Beth 24, 84
Rowan, Lori 66, 162
Rowland, Charity 74
Ruble, Lisa 7
Rues, Jane 42

S
Sablan, Velma 136
Sainato, Diane M. 4, 5
Sampers, Jackie 240
San Nicolas, Heidi E. 193, 195
Sanchez, Sylvia 114
Sandall, Susan 145
Saravanabhavan, R. C. 141
Schendel, Julie 211
Schery, Teris 105
Schiller, Ellen 91
Schroeder, Bruce 219
Schuele, Melanie 122
Schwartz, Ilene 51, 70, 145
Schweigert, Philip 74
Scott, Terrance M. 52
Shapiro, Edward S. 129
Sheridan, Martha 108
Shroyer, Edgar 126
Sigafoos, Jeff 119
Simmons, Deborah C. 6
Sindelar, Paul 164
Siperstein, Gary N. 13
Skellenger, Annette C. 97
Smith, Barbara 44
Smith, George A. 234
Sook Lim, Young 59
Soto, Gloria 26
Sparkman, Karen 3
Spiegle-Stinger, Jan 79
Squires, Jane 29, 50, 117
Stone, Wendy 7
Stowitschek, Joseph J. 63, 67
Strain, Phillip S. 10, 71
Stremel, Kathleen 189
Sugai, George 187

T
Taylor, Carolyn Stanford 233
Taylor, Ron 140
Templeman, Torry Piazza 43
Thompson, Barbara 20, 109, 133
Thompson, Jacquelyn 217
Thorp, Eva K. 58, 114
Thurlow, Martha 177
Timm, Matthew A. 10
Traniello, Dina 213
Trivette, Carol M. 11, 40
Trohanis, Pat 203
Tuchman-Ginsberg, Linda 101
Turner, Keith 119

U
Udell, Tom 43
Ulrich, Dale A. 12, 134

V
Valdivieso, Carol 179, 201
Valk, Jennie E. 5
Valle-Riestra, Diana 151
Vocke, Jacqueline 224

W
Walk, Rebecca 229
Walker, Dale 15
Warren, Steven 8
Weaver, Nolene 220
Wegner, Jane 99
Wesley, Pat 69
Wetherby, Amy M. 48, 158
Wheeden, Catherine Abigail 45
Wilcox, Cindy 228
Wilcox, M. Jeanne 9, 127, 146
Wild, Dana 119
Williams, Betty 36
Winton, Pamela J. 60, 159
Wohle, Roberta 230
Woodruff, Geneva 62, 76
Woods, Juliann 16, 48, 158
Wormsley, Diane 104
Wright, James V. 184

Z
Zeller, Richard 183
Zeph, Lucille 109

Organization Index

A
Abt Associates, Inc. 91
Academy for Educational Development, Inc. 179, 201
Alabama Department of Education 211
Alaska Department of Education and Early Development 227
American Institutes for Research 28, 90
Arizona State University 9, 127, 146
Auburn University 114, 135, 152, 184

C
California Department of Education 221
California State University - Dominguez Hills 103
California State University - Los Angeles 112
California State University - Northridge 66, 157
California State University - Sacramento 101
CaptionMax, Inc. 242
Case Western Reserve University 50, 122
CAST, Inc. 39
Catholic University of America 147
Chief Dull Knife College 137
Child Development Resources, Inc. 43, 61
Children's Hospital Medical Center of Akron 45, 68
Concord Family and Youth Services, Inc. 62, 76
Connecticut Department of Education 225
Council for Exceptional Children 168, 170, 180, 202

D
Delaware Department of Education 234
Direction Service, Inc. 173

E
Easter Seals Arkansas 34

F
Federation for Children with Special Needs 75
Florida Atlantic University 140
Florida Department of Education 229
Florida Department of Health 198
Florida International University 102
Florida State University 16, 22, 48, 152, 158
Fraser Child and Family Center 35

G
Gallaudet University 108
George Mason University 58, 114
George Washington University 110, 130
Georgia Department of Education 215
GWETA, Inc. 246

H
Hawaii Department of Education 219
Howard University 141

I
Idaho Department of Education 220
Idaho State University 113
Indiana University 12
Inter American University - Guayama 138
Iowa Department of Education 193, 211

K
Kansas State Department of Education 196, 214
Kent State University 106
Kentucky Department of Education 216

L
Lehigh University 129
Louisiana State University 200

M
Maine Department of Education 199, 232
Maryland State Department of Education 218
Massachusetts Department of Education 221
Michigan Department of Education 217
Minnesota Department of Children, Families and Learning 227
Missouri Department of Elementary and Secondary Education 222
Montana Office of Public Instruction 225

N
National Association of State Directors of Special Education, Inc. 171, 176
New Hampshire Department of Education 197, 213
New Jersey Department of Education 230
New Mexico State Department of Education 231
Norfolk State University 143
North Carolina A&T State University 140

North Carolina Central University 142
North Carolina Department of Public Instruction 226
North Dakota Department of Public Instruction 228
Northeastern University 98

O
Ohio Department of Education 214
Ohio State University 4, 5, 116, 183, 196
Oklahoma State Department of Education 195
Oregon Department of Education 231
Oregon Health & Science University 74
Oregon State University 47, 111, 150
Orelena Hawks Puckett Institute 11, 38, 40, 69, 70

P
PACER Center, Inc. 167, 207
Pennsylvania College of Optometry 104
Pennsylvania Department of Education 224
Portland State University 110

R
Rainbows United, Inc. 36
Rochester Institute of Technology 120

S
San Diego State University 100
San Francisco State University 26
Santa Barbara County Education Office 244
Santa Clara University 136
SDTC - The Center for Discovery 34
South Carolina Department of Education 233
South Carolina State University 138
Southern Connecticut State University 120
Spokane Guilds' School & Neuromuscular Center 36
Spurwink Institute 160
SRI International 89
Stephen F. Austin State University 115
Syracuse University 131

T
Tennessee Voices for Children 10
Texas Woman's University 141
Thomas Jefferson University 9, 14, 19, 83, 106, 247
Tougaloo College 139

U
Union-Baker Education Service District 244
University of Central Florida 121
University of Colorado - Boulder 147
University of Colorado - Denver 44, 71, 80, 81, 172, 174
University of Connecticut 31, 41, 78, 96, 154, 158
University of Denver 29
University of Florida 30, 52, 130, 164
University of Georgia 239
University of Guam 136, 193-195
University of Idaho 57
University of Illinois - Chicago 72, 118, 178
University of Illinois - Urbana/Champaign 3, 17, 65
University of Kansas - Kansas City 42
University of Kansas - Lawrence 15, 20, 99, 109, 132, 133
University of Kansas Medical Center 8
University of Kentucky 24, 46, 84, 182, 240
University of Maine 109
University of Maryland 45, 105, 132, 156
University of Massachusetts 13
University of Miami 143, 151
University of Michigan 12, 134
University of Minnesota 22, 54, 108, 177
University of Montana 79, 82
University of Nebraska 80
University of New Hampshire 78
University of New Mexico 72
University of New Orleans 128
University of North Carolina - Chapel Hill 3, 32, 49, 60, 69, 75, 125, 133, 151, 155, 159, 160, 162, 203
University of North Carolina - Greensboro 107, 126
University of North Texas 95
University of Northern Iowa 27
University of Oklahoma 117
University of Oregon 6, 29, 50, 117, 134, 183, 187
University of Puerto Rico 25, 100
University of South Florida 32, 55, 85
University of Southern California 123
University of Texas - Austin 119
University of Texas - Dallas 112
University of Texas - El Paso 148
University of Texas - Galveston 119
University of Toledo 121
University of Utah 103
University of Virginia 123
University of Washington 7, 51, 63, 67, 70, 145
University of Wisconsin - Madison 21, 26, 101
University of Wisconsin - Milwaukee 113, 149
Utah State Office of Education 219
Utah State University 14, 63, 64, 66, 77, 162, 185

V
Vanderbilt University 23, 96, 105, 116, 127, 128
Vanderbilt University Medical Center 7, 17
Vermont Department of Education 192, 223
Virginia Commonwealth University 98
Virginia Department of Education 212

W
Washington Research Institute 52, 57, 59, 73
Westat, Inc. 202
WestEd 185
Western Carolina Center 47
Western Illinois University 56, 241
Western Michigan University 97, 149
Western Oregon University 43, 161, 189, 191
WGBH Educational Foundation 242
Wisconsin Department of Public Instruction 233
Wyoming Department of Education 229

State Index

A
Alabama 114, 135, 152, 184, 211
Alaska 227
Arizona 9, 127, 146
Arkansas 34

C
California 26, 66, 89, 90, 100, 101, 103, 112, 123, 136, 157, 221, 244
Colorado 29, 44, 71, 80, 81, 147, 172, 174
Connecticut 31, 41, 78, 96, 120, 154, 158, 225

D
Delaware 234
District of Columbia 28, 108, 110, 130, 141, 147, 179, 201

F
Florida 16, 22, 30, 32, 48, 52, 55, 85, 102, 121, 130, 140, 143, 151, 152, 158, 164, 198, 229

G
Georgia 215, 239
Guam 136, 193, 194, 195

H
Hawaii 219

I
Idaho 57, 113, 220
Illinois 3, 17, 56, 65, 72, 118, 178, 241
Indiana 12
Iowa 27, 193, 211

K
Kansas 8, 15, 20, 42, 99, 109, 132, 133, 196, 214
Kentucky 24, 46, 84, 182, 216, 240

L
Louisiana 128, 200

M
Maine 109, 160, 199, 232
Maryland 45, 91, 105, 132, 156, 202, 218
Massachusetts 13, 39, 62, 75, 76, 98, 221, 242
Michigan 12, 97, 134, 149, 217
Minnesota 22, 35, 54, 108, 167, 177, 207, 227, 242
Mississippi 139
Missouri 36, 222
Montana 79, 82, 137, 225

N
Nebraska 80
New Hampshire 78, 197, 213
New Jersey 230
New Mexico 72, 231
New York 34, 120, 131
North Carolina 3, 11, 32, 38, 40, 47, 49, 60, 69*, 70, 75, 107, 125, 126, 133, 140, 142, 151, 155, 159, 160, 162, 203, 226
North Dakota 228

O
Ohio 4, 5, 45, 50, 68, 106, 116, 121, 122, 183, 196, 214
Oklahoma 117, 195
Oregon 6, 29, 43, 47, 50, 74, 110, 111, 117, 134, 150, 161, 173, 183, 187, 189, 191, 231, 244

P
Pennsylvania 9, 14, 19, 83, 104, 106, 129, 224, 247
Puerto Rico 25, 100, 138

S
South Carolina 138, 233

T
Tennessee 7, 10, 17, 23, 96, 105, 116, 127, 128
Texas 95, 112, 115, 119*, 141, 148

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

U
Utah 14, 63, 64, 66, 77, 103, 162, 185, 219

V
Vermont 185, 192, 223
Virginia 43, 58, 61, 98, 114, 123, 143, 168, 170, 171, 176, 180, 202, 212, 246

W
Washington 7, 36, 51, 52, 57, 59, 63, 67, 70, 73, 145
Wisconsin 21, 26, 101, 113, 149, 233
Wyoming 229

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Subject Index

A

Academic Accommodations 26
Access to General Education Curriculum 20, 27, 39, 91, 177
Accountability 24, 177
Activity-Based Intervention 9, 46, 47, 57
Adapted Physical Education 134, 140, 141, 150
Administrator Education 127-135, 138, 141, 162
Administrators Partnership 168
Advocates and Families Partnership 167
African-American Students — see Black Students
Agency Cooperation — see Service Coordination
Aggression 10
Alertness 42
Alternate Assessment 21, 25, 177
American Indian, Eskimo, and Aleut Students 57, 63, 67, 137
American Sign Language 64
Applied Behavior Analysis 51
Art Expression 56
Asian and Pacific Islander Students 59, 136*, 193-195
Assistive Technology 45, 100, 105, 120, 142, 160, 241, 244*, 247
At-Risk Children 9, 22, 26, 29, 43, 50, 54, 62, 67, 79, 80*, 103, 122, 128, 129, 152, 162
Audiology 96, 100, 101, 105, 128
Augmentative and Alternative Communication 17, 74, 120
Autism 4, 7, 13, 17, 30, 35, 48, 50, 51, 70, 71, 98, 99, 116, 128, 145

B

Beginning Reading 6, 52 — see also Emergent Literacy, Literacy Education
Behavior Disorders 50*, 82, 129 — see also Serious Emotional Disturbance
Behavior Management 30-32, 52
Behavior Problem Prevention 10, 26, 28, 43, 55, 82, 85, 158, 187
Behavior State Analysis 42
Bilingual Education 64, 146, 147
Black Students 45, 139
Blindness/Partial Vision 32, 63, 78, 97, 100, 103, 104, 112, 115, 125, 242*
Braille 115

C

Career Development 180
Caregiver-Child Interaction — see Parent-Child Interaction
Case Method of Instruction 75
CD-ROMs 239
Cerebral Palsy 12
Child Care Programs 15, 66, 69, 80-83
Child Find — see Disability Identification
Child Welfare Programs 80
Cochlear Implants 105
Cognitive Development 12
Cognitive Disabilities — see Developmentally Delayed
Collaborative Consultation Skills 43
College-Community Relationship 60, 98
Communication Skills 8, 15, 17, 35, 48, 55, 74
Community Colleges 159
Community Programs 45
Computer Literacy 241
Computer Software Development 239, 240
Computer Software Evaluation 240
Conflict Resolution 173
Continuous Improvement Monitoring Process 200
Coordinated Services — see Service Coordination
Creative Arts 65
Cueing Strategies 42
Cultural Influences 3, 49, 58-60, 174
Culture Fair Tests 25

D

Data Management Systems 192-196, 199, 202
Deaf Blind 132, 189, 191
Deaf Culture 64
Deaf Interpreting 113
Deafness/Partial Hearing 64, 77, 78*, 96, 100, 103, 105, 107, 108*, 113*, 120, 123, 126, 128, 132
Developmental Disabilities — see Developmentally Delayed

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Developmental Psychology 123
Developmental Relationship-Focused Intervention 50
Developmentally Appropriate Practice 24, 26, 44, 56, 59, 69, 82
Developmentally Appropriate Practice Outcomes 22
Developmentally Delayed 3, 6, 9*, 11, 17, 34, 36, 54, 62, 66, 67, 70, 76, 79, 80, 101, 121, 162
Disability Identification 7, 25, 38, 43, 48, 50, 54, 78-80, 246
Disproportionate Representation 174
Distance Education 66, 72, 95, 97, 99-101, 103, 105, 107, 109, 112-117, 123, 138, 152, 157, 162
Doctoral Programs/Higher Education 127-135, 141, 143, 155, 156
Down Syndrome 12

E
Early Head Start Program 67, 101
Early Identification 7, 25, 34, 38, 43, 48, 50, 54, 78-80, 246
Early Intervention Costs 28, 89
Early Intervention Outcomes 28, 89
Education Costs 90
Educational Assessment 24
Educational Diagnosis — see Disability Identification
Educational Finance 90
Educational Games 70
Educational Policy 154-156
Educational Reform — see Systems Change/Reform/Restructuring
Educational Technology 244, 247
Educational Technology Utilization 32, 247
Educational Television 242
Embedded Instruction 5
Emergent Literacy 22*, 23, 27, 32, 52, 57, 65
Emotional/Behavior Disorders — see Serious Emotional Disturbance
Emotional Development 3, 29, 30, 40
English (Second Language) 22, 59, 136, 146, 147
Exemplary Practices — Autism 30, 51
Exemplary Practices — Early Identification 38
Exemplary Practices — Early Intervention 14, 36, 51
Exemplary Practices — Emergent Literacy 32
Exemplary Practices — Inclusion 160
Expenditure per Student 90
Expressive Language 9, 22

F
Families and Advocates Partnership 167
Family-Centered Practices 11, 34, 76, 117, 121, 247
Family-Centered Practices — Evaluation 72
Family Empowerment 207
Family Involvement — see Family-Centered Practices
Family Role 16
Family Stress 62
Family Support 29, 78
Federal and State/Local Government Communication 176, 202
Financial Policy 90
Foster Care 80
Friendship 3
Functional Behavioral Assessment 21, 26, 30, 80, 187

G
Generalization 16
Grandparents 162
Grant Acquisition and Management 178

H
Hard of Hearing — see Deafness/Partial Hearing
Head Start Program 12, 43, 63
Hearing Impairments — see Deafness/Partial Hearing
Hearing Tests 78*
High-Incidence Disabilities 146-152
High-Probability Requests 4
Hispanic Students 25, 49, 57, 63, 67, 100, 136, 138, 146, 148, 151

I
IDEA Implementation 91,167, 168, 170, 171, 176, 177
Imitation Skills 5
Incidental Teaching 17
Inclusion 7, 15, 20, 22-24, 26, 27, 39, 43, 46, 55, 57, 59, 71, 80, 82, 83, 90, 91, 159, 160, 168, 172, 196
Inclusion Costs 12
Inclusion Outcomes/Effectiveness 12
Individuals with Disabilities Education Act — see IDEA
Infant Behavioral Assessment 73
Information Dissemination 56-77, 145, 164, 167-203

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Inservice Education — see Personnel Development
Instructional Consultation 21
Instructional Material Development 47, 49, 70, 125, 126, 157, 158*
Interagency Coordinating Councils 75
Internet 98 — see also World Wide Web

L
Language Development 8, 9, 15, 17 — see also Literacy Education
Large-Scale Assessments 24
Large-Scale Policy Studies 155, 156
Latina/Latino Students — see Hispanic Students
Leadership Training 47, 58, 69, 127-135, 138, 141
Learning Disabilities — see Specific Learning Disabilities
Literacy Education 6, 22, 27, 32, 52, 147, 149, 246
Longitudinal Policy Studies 155
Low-Income Areas — see Poverty Areas
Low-Incidence Disabilities 27, 34, 74, 95-123, 157 — see also Severe Disabilities

M
Male Teachers 143
Mediated Learning 59
Mediation 173
Mental Health Programs 29, 32, 80, 81
Mental Retardation: Mild/Moderate 8, 12, 140, 152
Mental Retardation: Severe/Profound 17, 34, 42
Microcomputers 244
Migrant Head Start Program 29, 63, 67
Mild Disabilities — see High-Incidence Disabilities
Minority Institutions 136-143
Minority Personnel 178
Model Development 157-162
Model Demonstration Projects 42-52, 78-83
Motor Development 5, 12, 54, 134
Multimedia Instruction 125, 126, 158
Multimedia Programs 246
Multiply Disabled 42, 66, 74, 104, 110, 112, 131, 157

N
Native American Students — see American Indian, Eskimo, and Aleut Students
Natural Environments 9, 16, 19, 30, 43, 47, 48, 62, 66, 68-70, 76, 110, 112, 158, 159
Neurobehavioral Development 73
Nursing 98*, 103, 116, 122

O
Occupational Therapy 19, 47, 98, 101, 106, 110, 116, 117, 134, 149
Oral Communication Method 107
Orthopedic Impairments 19, 100, 106, 119
Outreach Programs 56-77, 167, 168, 170, 179, 180

P
Pacific Islander Students — see Asian and Pacific Islander Students
Paraprofessionals 102, 137, 146, 148, 161
Parent Education 29, 43, 45, 189
Parent Leadership Development 69, 75
Parent Training and Information Centers 207
Parent-Child Interaction 9, 23, 29, 45, 50, 66, 68
Parenting Skills 162, 239, 240
Parent-School Relationship 13, 34, 129, 211-232
Partial Hearing — see Deafness/Partial Hearing
Partial Vision — see Blindness/Partial Vision
Pediatrics 61
Peer Interaction 3
Peer Relationship 55
Peer Tutoring 23
Per Pupil Costs — see Expenditure per Student
Personnel Development 15, 44, 46, 47, 49, 51, 56-77, 95-164, 180, 189, 211-234 — see also Preservice Education
Personnel Preparation Program Improvement 178
Pervasive Developmental Disorders 50
Phonological Awareness 23
Physical Disabilities — see Orthopedic Impairments
Physical Therapy 19, 47, 98*, 101, 110, 116, 117, 119, 134
Physician Role 61
Play 4, 22
Policymakers and Service Providers Partnership 170
Policymakers Partnership 171
Positive Behavioral Supports 26, 32, 55, 76, 82, 91, 187, 239
Poverty Areas 9, 22, 45, 63, 81, 110, 112, 149
Prelinguistic Communication Intervention 8
Preschool Outcomes 7, 28
Preservice Education — see Personnel Development
Professional Development Schools 140
Professional Standards 180

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

R
Reading Disabilities 6, 22, 52
Reading Skills Development 6, 22, 211
Receptive Language 9
Referral to Early Intervention or Special Education 38
Reflective Teaching 147
Reform — see Systems Change/Reform/Restructuring
Regional Intervention Program 10
Regional Resource Centers 182-185
Research to Practice — see Theory-Practice Relationship
Resilience 17, 29
Resource Allocation 90
Responsive Teaching 68
Responsiveness 42
Restructuring—see Systems Change/Reform/Restructuring
Rural Areas 34, 57, 63, 67, 72, 79, 97, 104, 105, 111, 114, 116, 117, 137, 138, 140

S
Scaffolding 52
School Psychology 101, 128-130
School-Community Relationship 129
School Leadership Training— see Administrator Education
School Restructuring — see Systems Change/Reform/Restructuring
Screening Tests 7, 78
Second-Career Personnel 103
Self-Regulation 72
Serious Emotional Disturbance 10, 21, 25, 26, 28, 32, 43, 50*, 55, 76, 80, 82, 85, 129, 134, 140, 143, 152, 158, 187, 239
Serious Emotional Disturbance Prevention 31, 52
Service Coordination 34, 41, 80, 81, 203
Service Coordination Costs 14
Service Coordination Strategies 14
Service Providers and Policymakers Partnership 170
Service Providers Partnership 39
Severe Disabilities 26, 42, 46, 56, 66, 74, 95-123, 131 — see also Low-Incidence Disabilities
Small-Group Instruction 5
Social Development 12, 29, 30, 40, 43, 48, 55
Social Integration 45, 83
Social Relationships 4, 40
Social Skills 3*, 31
Social Work 98, 101, 103, 108, 122
Special Education Funding 90
Specific Learning Disabilities 6, 21, 22, 25, 52, 131, 138, 140, 143, 152, 246
Speech-Language Pathology 17, 99, 100, 101, 103, 105, 116*, 120*, 122, 127, 133, 136*, 140, 146, 147, 149*, 151, 152*
State Program Improvement Planning 201, 211-234
State Standards 211-234
Story Reading 65
Student Assessment 21, 22, 25, 177
Student Assessment Accommodations 177
Student Empowerment 95
Student Engagement 17
Suburban Areas 45
Supervisory Training 161
Sustainability 11, 44
Systems Change/Reform/Restructuring 14, 44, 177, 182-185, 189, 191, 201, 211-234

T
Teacher Beliefs 3
Teacher Certification 154, 164
Teacher Collaboration 26, 110*
Teacher Education Program Quality 154
Teacher Educator Education 127-135
Teacher Employment 180
Teacher Influence 3
Teacher Recruitment 180, 211-234
Teacher Retention 180
Teacher Role 3
Teacher Supply and Demand 154, 164
Team Development 57, 98, 112
Team Teaching 26, 110
Technical Assistance 49, 57, 58, 60, 63, 65, 66, 72*, 77, 159, 167-203, 207
Technology — see Educational Technology
Televised Programs 242*
Testing Accommodations — see Student Assessment Accommodations
Theory-Practice Relationship 36, 40, 44, 85, 202, 244
Transition Services 20, 91, 215, 219, 244
Traumatic Brain Injury 95
Trend Analysis 202

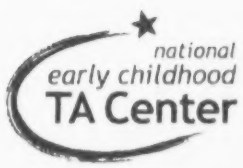
U
Universal Design 39, 160
Urban Areas 9, 83, 98, 110, 118, 141, 149*, 172

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

V
Video Description 242*
Vision Tests 78
Visual Arts 56
Visually Impaired Mobility 97, 104, 112, 115
Visual Impairments — see Blindness/Partial Vision
Vocabulary Development 6

W
Word Recognition 6
World Wide Web 117, 160 — see also Internet

An asterisk after a page number indicates that the reference occurs in more than one project on that page.



National Early Childhood Technical Assistance Center

Campus Box 8040, UNC-CH
Chapel Hill, NC 27599-8040
www.nectac.org ★ nectac@unc.edu

919-962-2001 ★ phone
919-966-7463 ★ fax
919-843-3269 ★ TDD

a program of the Frank Porter Graham Child Development Institute
at the University of North Carolina at Chapel Hill

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").